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ABSTRACT

This report provides a compilation of indicators of school readiness used in national, state, and local surveys in the United States, delineating the advantages and disadvantages for each indicator. The report begins with a legend to assist in interpreting the tables and includes contact information for national and state surveys. The remainder of the report, then presents the indicator areas, in a tabular format, and includes questions from each national and state survey, source and item number, and advantages and disadvantages. Indicator areas include: (1) physical well-being and motor development; (2) social and emotional development; (3) language development; (4) cognitive development; and (5) disposition to learn. Also included are indicators for three contributing conditions: healthy physical development, supportive social and cognitive environments, and safe physical environments. Tables for local surveys contain the same information as national/state tables but identify advantages and disadvantages applying to all items. The report includes indicators from four of the survey's part of the Early Childhood Longitudinal Study, four from the Family and Child Experiences Survey, and four from the National Household Education Survey Parent Interview. Indicators are included from the state surveys of Delaware, Minnesota, Missouri, New York, North Carolina, Rhode Island, South Carolina, and Vermont. Local survey indicators are taken from the Hope VI Resident Satisfaction Survey, the Hope VI Windshield Survey, the Inventory of Socially Supportive Behaviors, the Kids Count City Trends survey, the Neighboring in an Urban Environment survey, the National Outcome Work Groups survey, the Social Support Behaviors Scale, the Sustainable Measures Indicators Database, and the Zero Population Growth Kid Friendly Cities Report Card. (KB)

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School Readiness Indicator Items

January 25, 2002

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Materials prepared for the Pathways Mapping Project,
operating under the auspices of the Project on Effective Interventions at Harvard University
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Table of Contents

Survey Legend 2
Advantages and Disadvantages of National and State Surveys and Indicators--Legend 6
National 7
ECLS-K 7
FACES-K 39
NHES 48
State 82
Delaware 83
Minnesota 83
Missouri 84
New York 100
North Carolina 101
Rhode Island 107
South Carolina 112
Vermont 116
Advantages and Disadvantages of Local Surveys and Indicators 123
Local 123
Hope VI Resident Satisfaction Survey 124
Hope VI Windshield Survey 132
ISSB 134
Kids Count 140
Neighboring in an Urban Environment 140
NOWG 143
SS-B 151
Sustainable Measures 173
Zero Population Growth 179

Survey Legend

Acronym	Full Name	Contact Info
ECLS-K (Fall 99) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Parent Survey	Jerry West Director, Early Childhood Studies Program NCES 1990 K Street, NW, Room 9046 Washington, DC 20006-5650 202-502-7335 202-502-7455 (fax) http://nces.ed.gov/ecls
ECLS-K (Fall 99) Teacher, Part C	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Teacher Survey Part C	See above
ECLS-K (Spring 00) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Parent Survey	See above
ECLS-K (Spring 00) Teacher, Part C	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Teacher Survey Part C	See above
FACES-K (Spring 98) Parent	Family and Child Experiences Survey Kindergarten Year, Spring 1998, Parent Survey	Louisa Tarullo Federal Project Officer Commissioner's Office of Research and Evaluation Administration on Children, Youth, and Families Switzer Building, Room 2130 330 C Street, SW Washington, DC 20201 202-205-8324 lbtarullo@acf.dhhs.gov http://www2.acf.dhhs.gov/programs/hsb
FACES-K (Spring 99) Parent	Family and Child Experiences Survey Kindergarten Year, Spring 1999, Parent Survey	See above
FACES-K (Spring 00) Parent	Family and Child Experiences Survey Kindergarten Year, Spring 2000, Parent Survey	See above
FACES-K (Spring 01) Child	Family and Child Experiences Survey Kindergarten Year, Spring 2001, Child Assessment	See above

Acronym	Full Name	Contact Info
NHES: 91	1991 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 93	1993 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 95	1995 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 99	1999 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
Missouri School Entry Assessment Project – Parent/Guardian Survey	Missouri School Entry Assessment Project – Parent/Guardian Survey	Sharon Ford Schattgen Coordinator of Curriculum and Assessment Division of Instruction Missouri Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102 573-751-2625
Missouri School Entry Assessment Project – Teacher Survey	Missouri School Entry Assessment Project – Teacher Survey	See above
North Carolina School Readiness Assessment – Parent Survey	North Carolina School Readiness Assessment – Parent Survey	Kelly Maxwell Investigator Frank Porter Graham Child Development Center The University of North Carolina at Chapel Hill Campus Box 8180 105 Smith Level Road Chapel Hill, NC 27599-8180 (919) 966-9865 maxwell@unc.edu
Vermont "Ready Kindergartners" Questionnaire – Teacher	Vermont "Ready Kindergartners" Questionnaire – Teacher	David Murphey Agency of Human Services Planning Division 103 S. Main St. Waterbury, VT 05671-0201 802-241-2238 David.Murphey@state.vt.us

Acronym	Full Name	Contact Info
Vermont "Ready Schools" Principal Questionnaire	Vermont "Ready Schools" Principal Questionnaire	See above
Hope VI Resident Satisfaction Survey	Hope VI Baseline Resident Satisfaction Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
Hope VI Windshield Survey	Hope VI Windshield Neighborhood Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
ISSB	Inventory of Socially Supportive Behaviors	Manuel Barrera Box 871104 Department of Psychology Arizona State University Tempe, AZ 85287-1104 480-965-3826 Manuel.Barrera@asu.edu
Kids Count	Kids Count, City Trends (1990-1998)	Child Trends 4301 Connecticut Ave. NW Suite 100 Washington, DC 20008 202-362-5580 www.childtrends.org
Neighboring in an Urban Environment	Neighboring in an Urban Environment	Abraham Wandersman Department of Psychology University of South Carolina Columbia, SC 29208 803-777-7671 wandersman@sc.edu

Acronym	Full Name	Contact Info
NOWG	The National Outcome Work Groups	Eric Killian Area Extension Specialist Children, Youth & Families 2345 Red Rock, Suite 100 Las Vegas, NV 89146-3160 702-257-5542 killian@unce.unr.edu http://ag.arizona.edu/fcr/fs/nowg/index.html
SS-B	Social Support Behaviors Scale	Alan Vaux Department of Psychology Southern Illinois University Carbondale, IL 69201
Sustainable Measures	Sustainable Measures Indicators Database	Sustainable Measures PO Box 361 North Andover, MA 01845 978-9751988 mhart@tiac.net http://www.sustainablemeasures.com
Zero Population Growth	Zero Population Growth, Kid Friendly Cities Report Card (Part of the Children's Environmental Index)	Zero Population Growth, Inc. 1400 16th St, NW Suite 320 Washington, D.C. 20036 202-332-2302 tnfo@zpg.org http://www.zpg.org

Child TRENDS

Advantages and Disadvantages of National and State Surveys and Indicators--Legend

Advantages

A1: Cost effective
A2: National benchmarking available for nationally representative data set
A3: Time efficient
A4: Part of a scale assessment for which psychometric information is available
A5: Benchmarking available for special sample

Disadvantages

D1: Expensive
D2: No national benchmarks
D3: Time-consuming to gather
D4: Used only at a particular point in time
D5: Number is only relevant if related to total eligible
D6: More direct assessment is optimal
D7: Information from administrative records optimal
D8: Memory problems to retrospective questions
D9: No subsequent cohorts planned; will become outdated
D10: Multiple informants desirable
D11: May be difficult for respondent to answer honestly; embarrassing
D12: Informant may not have access to this information, may not know, may not have basis to judge
D13: Requires child to be present; may not always be possible
D14: Respondent may fear consequences of responding
D15: Strong tendency may exist to want to respond favorably
D16: Similar, but not identical to national benchmarking data

Child TRENDS

National

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
	ECLS-K				
Cognitive Development	ECLS-K (Fall 99) Parent	CHQ.105	Does (CHILD) learn, think and solve problems… Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#10	This child recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#12	This child uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#13	This child forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#14	This child classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals." Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#10	This child recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#12	This child uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#13	This child forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#14	This child classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals." Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#15	This child sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or " or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes." Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#16	This child orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#17	This child shows an understanding of the relationship between qualities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#18	This child solves problems involving numbers using concrete objects – for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?" Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#19	This child demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which is the least. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#20	This child uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#21	Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #14	How often (does (CHILD)) show eagerness to learn new things? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #17	How often (does (CHILD)) act impulsively? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #23	How often (does (CHILD)) persist in completing tasks? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #8	How often (does (CHILD)) get angry easily? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Family Economically Secure	ECLS-K (Fall 99) Parent	EMQ.190	During how many years or months since (he/she) was born has (CHILD)'s family had serious financial problems? _____Enter Number REFUSED DON'T KNOW Enter Unit MONTH YEAR REFUSED DON'T KNOW	A2	D8, D9
Healthy, Wanted Birth	ECLS-K (Fall 99) Parent	CHQ.010	When (he/she) was born, did (CHILD) weigh more than 5 ½ pounds? Yes No REFUSED DON'T KNOW	A2	D8, D9
Healthy, Wanted Birth	ECLS-K (Fall 99) Parent	CHQ.015	When (he/she) was born, did (CHILD) weigh more than 3 pounds? Yes No REFUSED DON'T KNOW	A1, A2	D8, D9
Healthy, Wanted Birth	ECLS-K (Fall 99) Parent	CHQ.025	Was (CHILD) born more than two weeks before (he/she) was due? Yes No REFUSED DON'T KNOW	A1, A2	D8, D9

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.010	Is (CHILD) now receiving care from a relative on a regular basis (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than (you/(CHILD)'s (parents/guardians)). Yes No REFUSED DON'T KNOW	A2	D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.015	Has (CHILD) ever received care from a relative on a regular basis? Yes No REFUSED DON'T KNOW	A2	D8, D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.115	Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her) (including care provided before and after school)? This includes home child care providers, regular sitters or neighbors. Yes No REFUSED DON'T KNOW	A2	D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.120	Has (CHILD) ever received care in a private home from a nonrelative on a regular basis? Yes No REFUSED DON'T KNOW	A2	D8, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.210	Has (CHILD) ever attended Head Start? Yes No REFUSED DON'T KNOW	A2	D8, D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.260	Is (CHILD) now attending a day care center or a before or after school program at a school or in a center on a regular basis? Yes No REFUSED DON'T KNOW	A2	D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.265	(Other than Head Start, has/Has) (CHILD) ever attended a day care center, nursery school, preschool, prekindergarten or before or after school program at a school or in a center on a regular basis? Yes No REFUSED DON'T KNOW	A2	D8, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Fall 99) Parent	CHQ.200	Does (Child) pronounce words, communicate with and understand others… IF RESPONDENT INDICATES CHILD DIFFERS ON ANY OF THE AREAS (E.G., CAN UNDERSTAND BUT NOT PRONOUNCE), SAY: "Answer for the area in which the child has the most difficulty." Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#1	This Child uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?" Not yet Beginning In Progress Intermediate Proficient Not applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Fall 99) Teacher Part C	#2	Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#3	Easily and quickly names all upper- and lower-case letters of the alphabet Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#4	This child produces rhyming words – for example, says a word that rhymes with "whip", "shop", "drink", - or "light". Not yet Beginning In Progress Intermediate Proficient Not applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#5	This child predicts what will happen next in stories by using the pictures and storyline for clues. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Fall 99) Teacher Part C	#6	This child reads simple books independently – for example, reads books with a repetitive language pattern. Not yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#7	This child demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog") or using the letter names to represent sounds ("r" for the word "are") or phonetic spelling ("hrt" for the word "heart"), to convey words and ideas. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#8	This child demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Spring 00) Teacher Part C	#1	This Child uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?" Not yet Beginning In Progress Intermediate Proficient Not applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#2	Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#3	Easily and quickly names all upper- and lower-case letters of the alphabet Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Spring 00) Teacher Part C	#4	This child produces rhyming words – for example, says a word that rhymes with "chip," "shop," "drink," or "light." Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#5	This child predicts what will happen next in stories by using the pictures and storyline for clues. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#6	This child reads simple books independently – for example, reads books with a repetitive language pattern. Not yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Spring 00) Teacher Part C	#7	This child demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog") or using the letter names to represent sounds ("r" for the word "are") or phonetic spelling ("hrt" for the word "heart"), to convey words and ideas. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#8	This child demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.100	Does (CHILD) pay attention… Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A1, A2, A3	D6, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.140	Thinking about (CHILD)'s overall activity level, would you say (he/she) is... Less active than other children of (his/her) age, About as active, Slightly more active, or A lot more active than other children of (his/her) age, REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.160	What was the diagnosis? PROBE: What was the primary diagnosis? LEARNING DISABILITY ATTENTION DEFICIT DISORDER (ADD) HYPERACTIVITY DYSLEXIA MENTAL RETARDATION OTHER (SPECIFY) _____ REFUSED DON'T KNOW	A1, A2	D7, D9

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.175	Does (CHILD) show good coordination in moving (his/her) arms and legs? Would you say (he/she) does this… IF RESPONDENT REPORTS DIFFERENTIALLY FOR ARMS OR LEGS OR FOR SIDES OF THE BODY, SAY: "Answer for the part of the body your child has the most difficulty using." IF CHILD HAS EPISODIC TROUBLE, SAY: "Answer for what you consider a typical day." Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.230	Does (CHILD) have difficulty hearing and understanding speech in a normal conversation? YES NO REFUSED DON'T KNOW	A1, A2, A3	D6, D7, D9

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.260	Which of the following best describes (CHILD)'s hearing loss? Is (he/she)... Deaf in both ears, Deaf in one ear and hard of hearing in the other, Deaf in one ear and normally hearing in the other, Hard of hearing in both ears, or Hard of hearing in one ear and normally hearing in the other? REFUSED DON'T KNOW	A1, A2, A3	D6, D7, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.285	Does (CHILD) have difficulty seeing objects in the distance or letters on paper? YES NO REFUSED DON'T KNOW	A1, A2, A3	D6, D7, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.320	Please tell me which of the following (CHILD)'s **best** eyesight allows (him/her) to see. Print in children's story books, Form and/or color of objects, but not detail, Shadows, Lights, or Does (CHILD) see no light or have no light perception? REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.330	Would you say (CHILD)'s health is... Excellent Very good Good Fair, or Poor? REFUSED DON'T KNOW	A1, A2, A3	D6, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.410	Does (CHILD) currently use special equipment for children with special needs such as a wheelchair, communication board, or other assistive device? YES NO REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #24	How often (does (CHILD)) pay attention well? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Physical Well-Being and Motor Development	ECLS-K (Spring 00) Parent	CHQ.130	Compared to other (boys/girls) (his/her) age, how physically active is (CHILD) during structured activities like sports or activities at day care or school? Is (he/she)… More physically active than other (boys/girls) Less physically active than other (boys/girls) About the same as other (boys/girls) REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Spring 00) Parent	FDQ.220	In the last 12 months, did (CHILD) ever skip a meal because there wasn't enough money for food? YES NO REFUSED DON'T KNOW	A2	D8, D9, D11

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Spring 00) Parent	FDQ.250	In the last 12 months, did (CHILD) ever not eat for a whole day because there wasn't enough money for food? YES NO REFUSED DON'T KNOW	A2	D8, D9, D11
Physical Well-being and Motor Development	ECLS-K (Spring 00) Teacher Part C	Student Information #4	During structured play time, how does this child compare with other children in the class in terms of physical activity? A lot less active than most A little less active than most About the same as most A little more active than most A lot more active than most	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development; Social and Emotional Development	ECLS-K (Fall 99) Parent	CHQ.095	(CHILD) is independent and takes care of (himself/herself)… Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A2, A3	D6, D9
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.400	How safe is it for children to play outside during the day in your neighborhood? Would you say it's… Not at all safe Somewhat safe, or Very safe? REFUSED DON'T KNOW	A2	D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.410	How much of a problem are (garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards) in the block or area around your house or apartment? Would you say they are a… Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9, D11
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.420	How much of a problem are (selling or using drugs or excessive drinking in public) in the block or area around your house or apartment? Would you say they are a… Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9, D11
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.430	How much of a problem are (burglary or robbery) in the block or area around your house or apartment? Would you say they are a… Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.440	How much of a problem are (violent crimes like drive-by shootings) in the block or area around your house or apartment? Would you say they are a… Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.450	How much of a problem are (vacant houses and buildings) in the block or area around your house or apartment? Would you say they are a… Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9
Social and Emotional Development	ECLS-K (Fall 99) Parent	CHQ.325	Would you say (CHILD) behaves and relates to other children and adults… Better than other children (his/her) own age, As well as other children, Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A2	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #10	How often (does (CHILD)) disturb ongoing activities? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #12	How often (does (CHILD)) get along with people who are different? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #13	How often (does (CHILD)) show low self-esteem? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #16	How often (is (CHILD)) sensitive to the feelings of others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #18	How often (does (CHILD)) respond appropriately to peer pressure? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #19	How often (does (CHILD)) argue with others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #2	How often (does (CHILD)) express own feelings, opinions, and ideas without putting down those of others? Never Sometimes Often Very Often NO OPPORTUNITY OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #20	How often (does (CHILD)) comfort or help other children? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #21	How often (does (CHILD)) easily adapt to changes in routine? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #22	How often (does (CHILD)) act sad or depressed? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #3	How often (does (CHILD)) fights with others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #4	How often (does (CHILD)) worry about things? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #5	How often (does (CHILD)) forms and makes friendships? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #6	How often (does (CHILD)) appear lonely? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #9	How often (does (CHILD)) respect the property rights of others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #7	How often (does (CHILD)) accept peers' ideas for group activities? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development; Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #1	How often (does (CHILD)) control temper? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development; Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #15	How often (does (CHILD)) work independently? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.020	Are you legally married to (CHILD)'s biological (father/mother)? Yes No REFUSED DON'T KNOW	A2	D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.030	Are you and (CHILD)'s biological (father/mother) currently living together in a marriage-like relationship? Yes No REFUSED DON'T KNOW	A2	D9, D11
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.040	Are you legally married to someone who is not (CHILD)'s biological (father/mother) at the present time? Yes No REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.045	Are you currently living in a marriage-like relationship with someone who is not (CHILD)'s biological (father/mother)? Yes No REFUSED DON'T KNOW	A2	D9, D11

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	DWQ.010 – DWQ.070	(CHILD) and I often have warm, close times together. Most of the times I feel that (CHILD) likes me and wants to be near me. I am usually too busy to joke and play around with (CHILD). Even when I'm in a bad mood, I show (CHILD) a lot of love. By the end of a long day, I find it hard to be warm and loving toward (CHILD). I express affection by hugging, kissing, and holding (CHILD). Being a parent is harder than I thought it would be. (CHILD) does things that really bother me. I find myself giving up more of my life to meet (CHILD)'s needs than I ever expected. I feel trapped by my responsibilities as a parent. I often feel angry with (CHILD). (CHILD) seems harder to care for than most. I find taking care of a young child more work than pleasure. Completely true Mostly true Somewhat true Not at all true Don't know Refused	A2	D3, D9

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	CFQ.100	Now, I'd like to ask some questions about your relationship with {NAME OF CURRENT PARTNER}. Would you say that your relationship is... Very happy Fairly happy Not too happy Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.500	In a typical week, please tell me the number of days at least some of the family eats breakfast together. Range: 0 to 7 Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.510	In a typical week, please tell me the number of days (CHILD) has breakfast at a regular time. Range: 0 to 7 Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.520	In a typical week, please tell me the number of days your family eats the evening meal together. Range: 0 to 7 Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.530	In a typical week, please tell me the number of days the evening meal is served at a regular time. Range: 0 to 7 Don't know Refused	A2	D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.550	On weeknights during the school year, does (CHILD) usually go to bed at about the same time each night, or does (his/her) bedtime vary a lot from night to night? Has usual bedtime Bedtime varies Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	PPQ.100 – PPQ.210	How often during the past week have you felt… That you were bothered by things that don't usually bother you? That you did not feel like eating, that your appetite was poor? That you could not shake off the blues even with help from your family or friends? That you had trouble keeping your mind on what you were doing? Depressed? That everything you did was an effort? Fearful? That your sleep was restless? That you talked less than usual? Lonely? Sad? That you could not get going? Never Some of the time A moderate amount of the time Most of the time Don't know Refused	A2	D3, D9

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	HEQ.200	In the past week, how often did (CHILD) look at picture books outside of school? Would you say... Never Once or twice a week 3 to 6 times a week, or Every day? REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	HEQ.210	In the past week, how often did (CHILD) read to (himself/herself) or to others outside of school? Would you say... Never Once or twice a week 3 to 6 times a week, or Every day? REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	HEQ.220	Do you have a home computer that (CHILD) uses? Yes No REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary caregiver, Structured, stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	PIQ.110	During this school year, have you or another adult in your household taken it upon yourself to contact (CHILD)'s teacher or school for any reason having to do with (CHILD)? Yes No REFUSED DON'T KNOW	A2	D9, D10, D11

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	PIQ.130	Since the beginning of the school year, have you or the other adults in your household attended an open house or a back-to-school night? Yes No REFUSED DON'T KNOW	A2	D8, D9
	FACES-K				
Cognitive Development	FACES-K (Spring 00) Parent	#G2	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say… All of them Some of them, or None of them?	A1, A3, A5	D6
Cognitive Development	FACES-K (Spring 00) Parent	#G3	Can (he/she) recognize… All the letters of the alphabet Most of them Some of them, or None of them?	A1, A3, A5	D6
Cognitive Development	FACES-K (Spring 01) Child	#A1	Can you tell me your full name? If child gives first name only, probe: What is your last name?	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#A2	How old are you? If child holds up fingers, probe: How old is that?	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#A3	When is your birthday? If child gives month but not day, probe: Can you tell me what day your birthday is? If child gives day but not month, probe: What month is your birthday?	A5	D1, D3, D13

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	FACES-K (Spring 01) Child	#AS1-AS8	Identifying pictures (e.g., goats) on a page containing various pictures (e.g., farm animals) in a series of progressively more complex tasks. (ages 4-5)	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#D01	"color bears" task – identifying basic colors	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#D02	"color bears" task – counting 10 bears, identifying the total number of bears in a group of 10.	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#F1-6	Counting and identifying numbers of items such as fingers or animals in pictures.	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#F7-23	Counting and simple addition and subtraction of items from simple (e.g., "How many circles are there in this picture?") to complex (e.g., "If you had three cars and someone gave you two more, how many would you have all together?") using pictures of the items.	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 98) Parent	#G1	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say… All of them Some of them, or None of them?	A5	D6, D10
Cognitive Development	FACES-K (Spring 98) Parent	#G2	Can (he/she) recognize… All the letters of the alphabet Most of them Some of them, or None of them?	A5	D6, D10
Cognitive Development	FACES-K (Spring 99) Parent	#G1	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say… All of them Some of them, or None of them?	A1, A3, A5	D6

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Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	FACES-K (Spring 01) Child	Interviewer Rating #1a	**Child's response during assessment:** Task persistence: Persists with task; Attempts task briefly; Attempts task after much encouragement; Refuses	A5	D1, D3, D13
Disposition to Learn	FACES-K (Spring 01) Child	Interviewer Rating #1d	**Child's response during assessment:** Attention to directions: Listens carefully to entire direction; Attends only to brief direction; Plunges ahead after hearing only portion; Plunges ahead immediately	A5	D1, D3, D13
Disposition to Learn	FACES-K (Spring 01) Child	Interviewer Rating #1e	**Child's response during assessment:** Comprehension of directions: Rapid comprehension of most directions, given age expectations; Understands after several repetitions; Partial comprehension of directions; Does not appear to comprehend most directions	A5	D1, D3, D13

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 00) Parent	#G5	Does (CHILD)… mostly write and draw rather than scribble? Yes No Write (his/her) first name, even if some of the letters are backwards? Yes No Trip, stumble or fall easily? Yes No Stutter or stammer? Yes No When (CHILD) speaks, is (he/she) understandable to a stranger? Yes No	A1, A3, A5	D6, D10, D12
Language Development	FACES-K (Spring 00) Parent	#G6	Is (Child) able to read story books on (his/her) own now? Yes No	A1, A3, A5	D6
Language Development	FACES-K (Spring 00) Parent	#I3	How many times has someone in your family read to (CHILD) in the past week? Would you say… Not at all Once or twice Three or more times Every Day	A5	D12
Language Development	FACES-K (Spring 01) Child	#CA1-9	Copying an object from simple (e.g., line) to complex (e.g., interlocking circles, parallelograms)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#E14-23	Identifying words (e.g., "to," "dog," "must," or "fixed") from a sheet, either 1, 3, or 6 words at a time	A5	D1, D3, D13

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 01) Child	#E6-13	Identifying letters from a sheet, either 2 letters or 5 letters at a time	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G10	(Show child the capital letters "**S**" and "**F**") Look at the two letters. The first letter is a capital or big S. The next letter is a capital or big F. Print a capital Y. ("Y" must be capital.)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G11	(Show child the lowercase letters "**e**" and "**h**") Look at the two letters. The first letter is a lowercase or small e. The next letter is a lowercase or small h. Print a lowercase i. ("i" must be lowercase.)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G7	Print the letter O (capital or lowercase is correct)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G8	Print the letter X (capital or lowercase is correct)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G9	(Show child the capital letters "**H**" and "**R**") Look at the two letters. The first letter is a capital or big H. The next letter is a capital or big R. Print a capital D. ("D" must be capital, backwards is incorrect.)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#H1-7	"Where's My Teddy" – Test of story and print concepts (e.g., identifying the front of a book, knowing that you read from left to right, using pictures to understand the story).	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	Section B	Test of receptive vocabulary (PPVT III, form A)	A5	D1, D3, D13

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 98) Parent	#F8	Does (CHILD)… mostly write and draw rather than scribble? Yes No	A5	D6, D10
Language Development	FACES-K (Spring 98) Parent	#F9	Can (CHILD) write (his/her) name even if some of the letters are backward? No Yes DON'T KNOW	A1, A3, A5	D6
Language Development	FACES-K (Spring 98) Parent	#D1	How many times has someone in your family read to (CHILD) in the past week? Would you say… Not at all Once or twice Three or more times Every Day	A5	D12
Language Development	FACES-K (Spring 99) Parent	#D1	How many times has someone in your family read to (CHILD) in the past week? Would you say… Not at all Once or twice Three or more times Every Day	A5	
Language Development	FACES-K (Spring 99) Parent	#F1	Can (CHILD) recognize… All of the letters of the alphabet Most of them Some of them, or None of them?	A1, A3, A5	D6
Language Development	FACES-K (Spring 99) Parent	#F8	Does (CHILD) mostly write and draw rather than scribble? Yes No	A1, A3, A5	D6

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 99) Parent	#F9	Can (CHILD) write (his/her) name even if some of the letters are backward? No Yes DON'T KNOW	A1, A3, A5	D6
Language Development; Development on Track	FACES-K (Spring 01) Child	Interviewer Rating #1f	**Child's response during assessment:** Verbalization Many spontaneous comments Occasional comments Responds only when spoken to Extremely reluctant to speak or inappropriate speech	A5	D1, D3, D13
Physical Well-Being and Motor Development	FACES-K (Spring 01) Child	Interviewer Rating #1b	**Child's response during assessment:** Attention span: Focuses attention voluntarily Attends with assessor direction Some distraction with noise or movement of others Easily distracted	A5	D1, D3, D13
Physical Well-Being and Motor Development	FACES-K (Spring 01) Child	Interviewer Rating #1c	**Child's response during assessment:** Body movement: Sits quietly Some squirming Much movement Out of seat; body constantly in motion	A5	D1, D3, D13
Physical Well-Being and Motor Development	FACES-K (Spring 99) Parent	#K8	Is (CHILD) covered by health insurance other than Medicaid through your job(s) or the job of another employed adult? No Yes	A5	D11

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	FACES-K (Spring 99) Parent	#N5	Where does (CHILD) usually go for medical care when (he/she) is sick or injured? A private doctor, private clinic, or HMO An outpatient clinic run by a hospital The emergency room at a hospital Public health department or community health center A migrant health clinic The Indian Health Service Or someplace else (please specify)_____ Don't Know	A5	
Physical Well-Being and Motor Development	FACES-K (Spring 99) Parent	#N6	Where does (CHILD) go for dental care? (CHILD) has not been to the dentist yet A private dentist, private clinic, or HMO An outpatient clinic run by a hospital The Public Health Department or a community dental clinic A migrant dental clinic The Indian Health Service Dental Clinic Other (Please specify) _____ Don't Know	A5	
Physical Well-Being and Motor Development Disposition to Learn	FACES-K (Spring 00) Parent	#K3	(Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn? Yes No	A5	D6, D12

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development; Disposition to Learn	FACES-K (Spring 98) Parent	#E4	(Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn? Yes No	A5	D10, D11, D12
Physical Well-Being and Motor Development; Disposition to Learn	FACES-K (Spring 99) Parent	#E4	(Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn? Yes No	A5	D6, D12
Social and Emotional Development	FACES-K (Spring 00) Parent	#L20	Is (CHILD)'s father in this household? Father in household Father not in household Father deceased	A5	
Social and Emotional Development	FACES-K (Spring 00) Parent	#L4	Is (CHILD)'s mother in this household? Mother in household Mother not in household Mother deceased	A5	
Social and Emotional Development	FACES-K (Spring 01) Child	Interviewer Rating #1g	**Child's response during assessment:** Ease of relationship (rapport) Immediately friendly Friendly but reserved Shy Very reluctant and/or fearful	A5	D1, D3, D13
Social and Emotional Development	FACES-K (Spring 01) Child	Interviewer Rating #1h	**Child's response during assessment:** Confidence Very sure of self Confident with things known; attempts new things with encouragement Reluctant to try new or difficult things Very uncertain; needs much encouragement	A5	D1, D3, D13

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	FACES-K (Spring 98) Parent	#P2a	Has (CHILD) been a witness to a violent crime since (Month of Last Interview)? Yes No REFUSED DON'T KNOW	A5	D8, D11
Social and Emotional Development	FACES-K (Spring 98) Parent	#P3b	Has (CHILD) been the victim of a violent crime since (Month of last interview? Yes No REFUSED DON'T KNOW	A5	D8, D11
Social and Emotional Development	FACES-K (Spring 99) Parent	#P2a	Has (CHILD) been a witness to a violent crime since last spring? Yes No REFUSED DON'T KNOW	A5	D8, D11
Social and Emotional Development	FACES-K (Spring 99) Parent	#P3b	Has (CHILD) been the victim of a Violent crime since last spring? Yes No REFUSED DON'T KNOW	A5	D8, D11
	NHES				
Cognitive Development	NHES. 93	#R14	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say… All of them Some of them, or None of them?	A1, A2, A3	D6, D12

INDICATOR ITEMS
National

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	NHES: 93	#R16	How high can (CHILD) count? Would you say... Not at all Up to five Up to ten Up to twenty Up to fifty, or Up to 100 or more?	A1, A2, A3	D6, D12
Cognitive Development	NHES: 99	#PE01	Can (CHILD) identify the colors red, yellow, blue, and green by name? Would you say... All of them Some of them, or None of them?	A1, A2, A3	D6, D10
Cognitive Development	NHES: 99	#PE03	How high can (CHILD) count? Would you say... Not at all Up to five Up to ten Up to twenty Up to fifty, or Up to 100 or more?	A1, A2, A3	D6, D10
Development on Track	NHES: 93	#R105a	(Is/Does) (CHILD) (have) (DISABILITY) now? Yes No	A1, A2, A3	D6, D10, D11, D12
Development on Track	NHES: 93	#R109	Is there a particular place that you (or other PARENT/GUARDIAN) usually take (CHILD) for routine care such as getting checkups or shots? Yes No	A1, A2, A3	D11, D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	NHES: 93	#R110	About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say… Less than 1 year 1 year, but less than 2 years 2 years or more	A1, A2, A3	D11, D12
Development on Track	NHES: 93	#R111	Has (CHILD) ever been to a dentist or dental hygienist for dental care? Yes No	A1, A2, A3	D11, D12
Development on Track	NHES: 93	#R112	About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say… Less than 1 year 1 year, but less than 2 years 2 years or more	A1, A2, A3	D11, D12
Development on Track	NHES: 99	#PT01	Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed? Yes No	A1, A2, A3	D8, D11
Development on Track	NHES: 99	#PT02	About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say… Less than 1 year 1 year, but less than 2 years, or 2 years or more?	A1, A2, A3	D8, D11, D12
Development on Track	NHES: 99	#PT03	Has (CHILD) ever been to a dentist or dental hygienist for dental care? Yes No	A1, A2, A3	D8, D11, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	NHES: 99	#PT04	About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say... Less than 1 year 1 year, but less than 2 years, or 2 years or more?	A1, A2, A3	D8, D11, D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition To Learn	NHES: 93	#R105	Has (CHILD) ever had any of the following disabling conditions that adversely affected (his/her) ability to learn? Has (he/she) ever had... a. A learning disability? Yes No b. Mental retardation? Yes No c. Speech Impairment? Yes No d. Serious emotional disturbance? Yes No e. Deafness? Yes No f. Other hearing impairment? Yes No g. Blindness? Yes No h. Other visual impairment? Yes No i. Orthopedic impairment? Yes No j. Other health impairment lasting 6 months or more? Yes No	A1, A2, A3	D6, D10, D11, D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 91	#S22	Can you tell me which group best describes an estimate of the total income of all persons in your household over the past year. Please include income from all sources, such as salaries or other earnings, interest, retirement, and so on for all household members. Is your household income... $25,000 or less, or more than $25,000	A1, A2, A3	D11, D12
Family Economically Secure	NHES: 93	#S22	Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement and so on for all household members. Is your household income... $25,000 or less, or more than $25,000 Was it... $5,000 or less $5,001 to $10,000 $10,001 to $15,000 $15,001 to $20,000 $20,001 to $25,000 $25,001 to $30.000 $30,001 to $35,000 $35,001 to $40,000 $40,001 to $50,000 $50,001 to $75,000 Over $75,000	A1, A2, A3	D11, D12
Family Economically Secure	NHES: 93	#R123	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) did (you/(CHILD)'s mother) work outside the home for pay? Yes No	A1, A2, A3	D8

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INDICATOR ITEMS
National

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 93	#R125	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) was there any time in which (CHILD)'s family had serious financial problems or was unable to pay the monthly bills? Yes No	A1, A2, A3	D8, D11, D12
Family Economically Secure	NHES: 93	#R127	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) was there any time in which (CHILD)'s family received food stamps? Yes No	A1, A2, A3	D8, D11, D12
Family Economically Secure	NHES: 93	#R129	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) was there any time in which (CHILD)'s family was on welfare or received AFDC, or Aid to Families with Dependent Children? Yes No	A1, A2, A3	D8, D11, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 93	#R168	Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement and so on for all household members. Is your household income... $25,000 or less, or more than $25,000 Was it... $5,000 or less $5,001 to $10,000 $10,001 to $15,000 $15,001 to $20,000 $20,001 to $25,000 $25,001 to $30,000 $30,001 to $35,000 $35,001 to $40,000 $40,001 to $50,000 $50,001 to $75,000 Over $75,000	A1, A2, A3	D11, D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 95	#P08	In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members? Was it... $25,000 or less, or More than $25,000? Was it... $5,000 or less $5,001 to $10,000 $10,001 to $15,000 $15,001 to $20,000, or $20,001 to $25,000? $25,001 to $30,000 $30,001 to $35,000 $35,001 to $40,000 $40,001 to $50,000 $50,001 to $75,000, or Over $75,000?	A1, A2, A3	D11, D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 99	#PW06	In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members? Was it... $25,000 or less, or More than $25,000? Was it... $5,000 or less $5,001 to $10,000 $10,001 to $15,000 $15,001 to $20,000, or $20,001 to $25,000? $25,001 to $30,000 $30,001 to $35,000 $35,001 to $40,000 $40,001 to $50,000 $50,001 to $75,000, or Over $75,000?	A1, A2, A3	D11, D12
Healthy, Wanted Birth	NHES: 91	#C8	When (CHILD) was born, did (he/she) weigh more than 5 ½ pounds? Yes No	A1, A2, A3	D8
Healthy, Wanted Birth	NHES: 93	#R101	When (he/she) was born, did (CHILD) weigh more than 5 ½ pounds? Yes No	A1, A2, A3	D8, D12
Healthy, Wanted Birth	NHES: 93	#R102	Did (CHILD) weigh more than 3 pounds? Yes No	A1, A2, A3	D8, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Healthy, Wanted Birth	NHES: 93	#R103	When (CHILD) was born, did (he/she) receive any care in an intensive care unit, premature nursery, or any other type of special care facility? Yes No	A1, A2, A3	
Healthy, Wanted Birth	NHES: 95	#M01	When (CHILD) was born, did (he/she) weigh more than 5 and a half pounds? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E29A	Did (CHILD) ever receive care on a regular basis from a relative other than you (and (OTHER PARENT/ GUARDIAN))? This includes brothers and sisters, grandparents, or any other relatives. Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E30A	Did (CHILD) ever receive care on a regular basis from someone who is not related to (him/her)? This does not include organized settings like daycare centers. Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E31	Did (CHILD) ever go to a daycare center? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E32	Other than the programs we have already talked about, did (CHILD) ever go to a nursery school, prekindergarten or Head Start program? Yes No	A1, A2, A3	D8

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 91	#P1A	Is (CHILD) now receiving care on a regular basis from a relative other than you (and (OTHER PARENT/ GUARDIAN))? This includes brothers and sisters, grandparents, or any other relatives. Yes No	A1, A2, A3	
High Quality Child Care	NHES: 91	#P2A	Is (CHILD) now receiving care on a regular basis from someone who is not related to (him/her)? This includes neighbors, friends, or home child care providers, but does not include organized settings like daycare centers. Yes No	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3A	Is (CHILD) now going to a daycare center? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3D	How many hours each week does (CHILD) go to (the/each) daycare center? Hours _____	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3E	On the days when (CHILD) goes to this daycare center, does (he/she) go for a full-day or part-day program? Full-day Part-day	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3F	Does the daycare center (CHILD) goes to have an educational program? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 91	#P3G	Is (CHILD)'s program at this daycare center a Head Start program?	A1, A2, A3	D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 91	#P4A	Not counting any programs we already discussed, is (CHILD) now going to a nursery school, prekindergarten, or Head Start program? This does not include regular kindergarten. Yes No	A1, A2, A3	
High Quality Child Care	NHES: 93	#R32	Is (CHILD) now attending or enrolled in Head Start? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 93	#R33	(Prior to starting (kindergarten/first grade), did/Has) (CHILD) ever (attend/ attended) Head Start? Yes No	A1, A2, A3	D8, D12
High Quality Child Care	NHES: 93	#R36	(Other than Head Start) Is (CHILD) now attending a nursery school, prekindergarten, preschool, or a daycare center? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 93	#R40	Have any of the (Head Start programs) (or) (nursery schools, prekindergartens, preschools, or daycare centers) (CHILD) has gone to had an educational program? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 95	#D01	In (CHILD) now receiving care from a relative on a regular basis (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than (you or) (CHILD'S) parents (or guardians). Yes No	A1, A2, A3	

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INDICATOR ITEMS
National

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 95	#D02	Has (CHILD) ever received care from a relative on a regular basis? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 95	#E01	Now I'd like to ask you about any care (CHILD) receives from nonrelatives in a private home. This includes care by home childcare providers, regular sitters, or neighbors, but does not include Head Start, day care centers, nursery schools or preschools. Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her)(including care provided before or after school? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 95	#E02	Has (CHILD) ever received care in a private home from a nonrelative in a regular basis? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 95	#E08	Does (CHILD) receive that care on school days, weekends, or both? School Days Weekends Both	A1, A2, A3	
High Quality Child Care	NHES: 95	#E09	On school days, does (CHILD) receive that care before school, after school or both? Before School After School Both	A1, A2, A3	

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 95	#E24	Has (CHILD'S) care provider received education or training specifically related to young children, such as in early childhood education or child psychology? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 95	#F01	Is (CHILD) now attending Head Start? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 95	#G05	Is (CHILD) now attending a day care center or a before or after school program at a school or in a center? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 95	#G06	Has (CHILD) ever attended a day care center, nursery school, preschool, prekindergarten, or before or after school program at a school or in a center? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 95	#G16	On the days that (CHILD) goes to that program, does (he/she) go for a full-day or part-day program? Full-Day Part-Day	A1, A2, A3	
High Quality Child Care	NHES: 95	#G17	Does (CHILD) go to that program on school days, weekends of both? School Days Weekends Both	A1, A2, A3	
High Quality Child Care	NHES: 95	#G18	On school days, does (CHILD) go to that program before school, after school or both? Before School After School Both	A1, A2, A3	

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 99	#PF01	Is (CHILD) now receiving care from a relative on a regular basis? This may include grandparents, brothers, and sisters, or any relatives other than (you or) (CHILD'S) parents (or guardians). Yes No	A1, A2, A3	
High Quality Child Care	NHES: 99	#PG01	Now I'd like to ask you about any care (CHILD) receives from nonrelatives in a private home. This includes care by home care providers, regular sitters, or neighbors, but does not include Head Start, day care centers, nursery schools, or preschools. Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her)? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 99	#PN01	First, I'd like to ask you about care (CHILD) now receives before or after school on a regular basis from someone other than (you or) (his/her) parents (or guardians), and before or after school programs (CHILD) attends on a regular basis, whether or not there is a charge or fee. This does not include occasional babysitting or backup care providers. Is (CHILD) now receiving care from a relative on a regular basis before or after school? This may include grandparents, brothers and sisters, or any relatives other than (you or) (his/her) parents (or guardians). Yes No	A1, A2, A3	

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 99	#PO01	Is (CHILD) now receiving care before or after school in a private home on a regular basis from someone who is not related to (him/her)? This includes care by home care providers, regular sitters, or neighbors, but does not include day care centers or before or after school programs at schools or centers. Yes No	A1, A2, A3	
Language Development	NHES: 93	#R15	Can (CHILD) recognize… All of the letters of the alphabet Most of them Some of them, or None of them?	A1, A2, A3	D6, D12
Language Development	NHES: 93	#R17	Can (CHILD) write (his/her) first name, even if some of the letters are backwards? Yes No	A1, A2, A3	D6, D12
Language Development	NHES: 93	#R19	Does (CHILD) hold a pencil properly? Yes No	A1, A2, A3	D6
Language Development	NHES: 93	#R20	Does (CHILD) mostly write and draw rather than scribble? Yes No	A1, A2, A3	D6
Language Development	NHES: 93	#R27	When (he/she) speaks, is (CHILD) understandable to a stranger? Yes No	A1, A2, A3	D6, D10
Language Development	NHES: 93	#R89	(Although (CHILD) doesn't yet read story books on (his/her) own,) Does (he/she) ever look at a book with pictures and pretend to read? Yes No	A1, A2, A3	D10, D11

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	NHES: 99	#PE02	Can (CHILD) recognize… All of the letters of the alphabet Most of them Some of them, or None of them?	A1, A2, A3	D6, D10
Language Development	NHES: 99	#PE04	Can (CHILD) write (his/her) first name, even if some of the letters are backwards? Yes No	A1, A2, A3	D6, D10
Language Development	NHES: 99	#PE07	(Although (CHILD) doesn't yet read story books on (his/her) own,) Does (he/she) ever look at the book and pretend to read? Yes No	A1, A2, A3	D6, D10
Physical Well-Being and Motor Development	NHES: 91	#C11	What is (CHILD)'s handicapping condition? Is it… A learning disability Mental retardation Speech impairment Severe emotional disturbance Hardness of hearing Deafness Orthopedic impairment Visual impairment/ blindness Deafness and blindness Other health problems Multiple handicaps	A1, A2, A3	D10, D12
Physical Well-Being and Motor Development	NHES: 93	#R18	Can (CHILD) button (his/her) clothes? Yes No	A1, A2, A3	D6
Physical Well-Being and Motor Development	NHES: 93	#R21	Does (CHILD) trip, stumble or fall easily? Yes No	A1, A2, A3	D6, D10, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	NHES: 93	#R25	Is (CHILD) very restless, and does (he/she) fidget a lot? Yes No	A1, A2, A3	D6, D10
Physical Well-Being and Motor Development	NHES: 93	#R26	Does (CHILD) have a very short attention span? Yes No	A1, A2, A3	D6, D10
Physical Well-Being and Motor Development	NHES: 93	#R30	Does (CHILD) turn on the television at a very high volume? Yes No	A1, A2, A3	D6, D12
Physical Well-Being and Motor Development	NHES: 93	#R31	Does (CHILD) bend over to look very closely at pictures or drawings? Yes No	A1, A2, A3	D6, D12
Physical Well-Being and Motor Development	NHES: 95	#M04	Does (CHILD) have any of the following disabilities? A specific learning disability? Mental retardation? A speech impairment? A serious emotional disturbance? Deafness? Another hearing impairment? Blindness? Another visual impairment? An orthopedic impairment? Another health impairment lasting 6 months or more?	A1, A2, A3	D6, D10, D11, D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	NHES: 99	#PT05	Does (CHILD) have any of the following disabilities? A specific learning disability? Mental retardation? A speech impairment? A serious emotional disturbance? Deafness or another hearing impairment? Blindness or another visual impairment? An orthopedic impairment? Another health impairment lasting 6 months or more?	A1, A2, A3	D6, D10, D11, D12
Physical Well-Being and Motor Development; Development on Track	NHES: 93	#R104	Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed? Yes No	A1, A2, A3	D8, D11
Physical Well-Being and Motor Development; Development on Track	NHES: 95	#M03	Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed? Yes No	A1, A2, A3	D8, D11
Physical Well-Being and Motor Development; Healthy, Wanted Birth	NHES: 91	#C10	Does (CHILD) have any kind of handicapping condition? YES NO	A1, A2, A3	D10, D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development; No Preventable Injury or Disease	NHES: 93	#R106	In general, would you say that (CHILD)'s health is... Excellent Very good Good Fair, or Poor?	A1, A2, A3	D6, D10, D12
Physical Well-Being and Motor Development; No Preventable Injury or Disease	NHES: 95	#M02	In general, would you say that (CHILD)'s health is... Excellent Very good Good Fair, or Poor?	A1, A2, A3	D6, D10

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development; Social and Emotional Development; Disposition to Learn	NHES: 93	#R52	Since the beginning of this school year, has a teacher said or written that… a. (CHILD) has been doing really well in school? b. (CHILD) has not been learning up to (his/her) capabilities? c. (CHILD) doesn't concentrate, doesn't pay attention for long? d. (CHILD) has been acting up in school or disrupting the class? e. (CHILD) has often seemed sad or unhappy in class? f. (CHILD) has been very restless, fidgets all the time, or doesn't sit still? g. (CHILD) has been having trouble taking turns, sharing, or cooperating with other children? h. (CHILD) gets along with other children or works well in a group? i. (CHILD) is very enthusiastic and interested in a lot of different things? j. (CHILD) lacks confidence in learning new things or taking part in new activities? k. It's hard to understand what (CHILD) is saying? l. (CHILD) is often sleepy or tired in class? m. (CHILD) likes to speak out in class and express (his/her) ideas?	A1, A2, A3	D8, D11

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	NHES: 93	#R22	Can (CHILD) be left alone with a babysitter without a big fuss? Yes No	A1, A2, A3	D11, D12
Social and Emotional Development	NHES: 93	#R24	Is (CHILD) afraid to speak to people (he/she) doesn't know? Yes No	A1, A2, A3	D6, D10
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 91	#S20	Do you... Own your home Rent your home, or Have some other arrangement?	A1, A2, A3	
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 93	#S20	Do you... Own your home Rent your home, or Have some other arrangement?	A1, A2, A3	
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 93	#R160	Do you... Own your home Rent your home, or Have some other arrangement?	A1, A2, A3	D11
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 95	#P01	Do you... Own your home, Rent your home, or Have some other arrangement?	A1, A2, A3	D11
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 99	#PW01	Do you... Own your home, Rent your home, or Have some other arrangement?	A1, A2, A3	D11
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#C3	What is (CHILD)'s parents' marital status? Married Separated Divorced Widowed Living together in a marriage-like arrangement Not married	A1, A2, A3	

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E35	About how many books does (CHILD) have of (his/her) own? None 1 or 2 books 3 to 9 books 10 or more books	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E36	About how often do you or other family members read stories to (CHILD)? Never Several times a year Several times a month At least 3 times a week Every Day	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E37	About how often does (CHILD) read for enjoyment? Every day Several times a week Several times a month Several times a year Never	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E38	Does your family get a daily newspaper? Yes No	A1, A2, A3	

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E44	In the past <u>week</u>, have you or someone in your family done the following things with (CHILD)? (If "Yes," How many times in the last week: 1-2 times or 3+ times) Read to (him/her) Yes No Discussed current events Yes No Discussed science or nature Yes No Done arts and crafts Yes No Played games or sports Yes No Watched educational television Yes No	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E45	In the past month, have you or someone else in your family done the following things with (CHILD)? (If "Yes," How many times in the last month: 1-2 times or 3+ times) (If "No," Has someone done this with (CHILD) in the past year?) Visited a library Yes No Gone to a movie Yes No Gone to a play, concert or other live show Yes No Visited an art gallery, museum, or historical site Yes No Visited a zoo or aquarium Yes No Visited a playground or park Yes No	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#P19	About how often do you (and OTHER PARENT/ GUARDIAN) read stories to (CHILD)? Would you say… Never Several times a year Several times a month At least 3 times a week Every day	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#P24	In the past week, have you or someone in your family done the following things with (CHILD)? (If "Yes," How many times? Would you say one or two times, or three or more?) Read to (him/her) Yes No Taught letters, words or numbers Yes No Taught songs or music Yes No Told a story Yes No Sang a song Yes No Did arts and crafts Yes No Played games or sports Yes No Watched educational television Yes No	A1, A2, A3	D12

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#P25	In the past month, have you or someone in your family done the following things with (CHILD)? (If "No," How about in the past year?) Visited a library Month Yes No Year Yes No Gone to a movie Month Yes No Year Yes No Gone to a play, concert or other live show Month Yes No Year Yes No Visited an art gallery, museum or historical site Month Yes No Year Yes No Visited a zoo or aquarium Month Yes No Year Yes No Visited a playground or park Month Yes No Year	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 93	#R100	In the past month, have you or someone else in your family done the following things with (CHILD)? Visited a library Yes No Gone to a play, concert or other live show Yes No Visited an art gallery, museum, or historical site Yes No Visited a zoo or aquarium Yes No Talked with (CHILD) about (his/her) family history or ethnic heritage Yes No Attended an event sponsored by a community or religious group Yes No	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 93	#R137	What is the highest grade or year of school that (you/ (CHILD)'s (mother/ stepmother/ adopted mother/ foster mother/ female guardian)) completed? Up to 8th grade 9th to 11th grade High school diploma/ equivalent Vocational/ technical program after high school 1-2 years of college Associate's degree 3-4 years of college Bachelor's degree Graduate or professional school (year/degree)	A1, A2, A3	DD12

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 93	#R99	In the past week, have you or someone in your family done the following things with (CHILD)? (If "Yes," How many times? Would you say one or two times, or three or more?) Told (CHILD) a story Yes No Taught (him/her) letters, words or numbers Yes No Taught (CHILD) songs or music Yes No Did arts and crafts Yes No Played with toys or games indoors Yes No Played games or sports outdoors Yes No Took (CHILD) along while doing errands like going to the post office, the bank, or the store Yes No Involved (CHILD) in household chores like cooking, cleaning, setting the table, or caring for pets Yes No	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 95	#L03	In the past week, have you or someone in you family told (CHILD) a story? Yes No	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 95	#L05	In the past month, have you or someone in your family visited a library with (CHILD) Yes No	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 95	#N07	What is the highest grade or year of school that (you/(CHILD'S))(mother/step-mother/foster mother)) completed? Up to 8th grade 9th to 11th grade 12th grade but no diploma High school diploma/equivalent Voc/tech program after high school but not voc/tech diploma Voc/tech diploma after high school Some college but not degree Associates degree Bachelors degree Graduate or professional school but not degree Masters degree (MA, MS) Doctorate degree (PhD, EdD) Professional degree beyond bachelors degree (medicine/MD, Dentistry/DDS, Law/JD/LLB, etc.)	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 99	#PS03	In the past week, has anyone in your family done the following things with (CHILD)? (If yes: Would you say one or two times or three or more?) Told (him/her) a story? Taught (him/her) letters, words, or numbers? Taught (CHILD) songs or music? Worked on arts and crafts with (him/her) Took (CHILD) along while doing errands like going to the post office, the bank, or in the store? Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets?	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 99	#PS04	In the past month, that is, since (month) (day), has anyone in your family done the following things with (CHILD)? Visited a library? Gone to a play, concert, or other live show? Visited an art gallery, museum, or historical site? Visited a zoo or aquarium? In the past month, has anyone in your family done other things, such as talked with (CHILD) about (his/her) family history or ethnic heritage? Attended an event sponsored by a community, ethnic, or religious group?	A1, A2, A3	D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 99	#PU05	What is the highest grade or year of school that (you/(CHILD)'s (mother/stepmother/foster mother)) completed? Up to 8th grade 9th to 11th grade 12th grade but no diploma High school diploma/equivalent Voc/tech program after high school but no voc/tech diploma Voc/tech diploma after high school Some college but no degree Associates degree (AA, AS) Bachelors degree (BA, BS) Graduate or professional school but no degree Master's degree (MA, MS) Doctorate degree (PhD, EdD) Professional degree beyond bachelor's degree (Medicine/MD, Dentistry/DDS, Law/JD/LLB, etc)	A1, A2, A3	D12

Child TRENDS

State

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
	Delaware				
Development on Track	Delaware	Dept. of Health and Social Services	Percent of children (ages 0-3) receiving early intervention		
High Quality Child Care	Delaware	Dept. of Education	Participation rate of eligible 4-year-olds in Head Start and early child assistance program		
High Quality Child Care	Delaware (planned)	National Association for the Education of Young Children	Number of nationally accredited early child care and education sites		D5
High Quality Child Care	Delaware (planned)	National Association for the Education of Young Children	Number of nationally accredited family child care homes		D5
High Quality Child Care	Delaware (planned)	Dept. of Health And Social Services	Percent of families receiving child care support		
	Minnesota				
High Quality Child Care	Minnesota	Child Care Resource and Referral, Census Data	Number of licensed child care spaces available for every 100 children of working parents		D5
High Quality Child Care	Minnesota	Child Care Resource and Referral, Census Data	Percent of parents using quality child care arrangements as defined by training levels, years of experience, and accreditation		
High Quality Child Care	Minnesota	MN Household Child Care Survey	Percent of Minnesota families paying more than 10% of their income for child care		
High Quality Child Care	Minnesota	Child Care Assistance Data	Percent of families receiving child care assistance		
High Quality Child Care	Minnesota	Child Care Resource and Referral	Percent of licensed child care providers who are willing to care for children receiving child care assistance		

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Minnesota	Child Care Resource and Referral	Percent of families who have access to resources in making child care decisions		
High Quality Child Care	Minnesota	School Readiness	Percent of children and families whose transportation needs for child care and other early education are met		
Physical Well-Being and Motor Development	Minnesota	Early Childhood Screening, Kindergarten Retrospective Study	Percent of children who are immunized on appropriate schedule		
Physical Well-Being and Motor Development	Minnesota	Early Childhood Screening	Percent of children with hearing and vision problems at the time of entry into kindergarten		
Physical Well-Being and Motor Development; Social and Emotional Development; Language Development; Cognitive Development	Minnesota	Work Sampling System; Early Childhood Screening, part C-IFSP	Percent of children showing individual developmentally appropriate progress in all areas of their development.		
Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	Minnesota	Early Childhood Family Education, School Readiness, Head Start	Percent of families with parenting knowledge and skills to anticipate and meet developmental needs of their children		
Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	Minnesota	Early Childhood Family Education, School Readiness, Head Start	Percent of parents actively involved in their children's learning and education		
	Missouri				

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	27	(This student) classifies objects used in daily experiences (e.g., sorts knives, forks and spoons, compares plastic dinosaurs, or identifies similarities and differences among beads). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	28	(This student) writes some numbers. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	29	(This student) uses numerical relationships to solve problems in daily life (e.g., uses numbers to take lunch count or to figure out how many cookies are needed so that everyone can have one). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	30	(This student) orders things according to relative differences (e.g., arranges dolls according to height or trucks according to size). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	31	(This student) makes one-to-one correspondence (e.g., when playing a game, understands that "one" means to move his/her marker one space). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D6, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	32	(This student) determines "same," "more than," and "less than" by comparing (e.g., looks at her own and another child's collection of buttons and says that she has more buttons than the other child). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	33	(This student) uses spatial relationships to solve mathematical problems (e.g., rearranges blocks so they can all fit in a container, solves simple puzzles). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	34	(This student) shows understanding of sequence of daily events (e.g., knows recess comes after story time). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D6, D10
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	35	(This student) experiments with objects to produce effects (e.g., when playing with objects in water, may predict which objects will float and which objects will sink). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	36	(This student) explains own actions in manipulating objects (e.g., "The tower will fall if I put another block on top.") Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	58	(This student) tells first and last name. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	59	(This student) knows how to contact an adult family member (e.g., knows a parent's or grandparent's home or work telephone number). Yes No	A1, A3	D2, D6, D10
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	60	(This student) knows age. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	61	(This student) knows birthdate (month and date). Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	62	(This student) recognizes some basic shapes (e.g., circle, square, triangle). Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	63	(This student) identifies basic colors. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	64	(This student) counts by rote to 10. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	65	(This student) recognizes and names some numbers to 10. Yes No	A1, A3	D6, D10, D16
Development on Track	Missouri School Entry Assessment Project – Parent/Guardian Survey	7	Did your child receive the required immunizations for 2-year olds by the time he/she was 2 years old? Yes No	A1, A3	D2, D11, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	Missouri School Entry Assessment Project – Parent/Guardian Survey	8	Did your child have a health screening (a "well-baby" checkup) by 2 years of age? Yes No	A1, A3	D2, D11, D12
Development on Track	Missouri School Entry Assessment Project – Parent/Guardian Survey	9	From birth to school entry, rate your ability to access medical care for your child when it was needed. Usually Almost never	A1, A3	D2, D8, D12
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	2	(This student) uses play themes (e.g., pretends to be a fireman). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	3	(This student) represents ideas and feelings through movement (e.g., acts like a butterfly, airplane, or truck). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	4	(This student) creates or responds to music (e.g., claps hands to music, sings, dances, or plays musical instruments). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	5	(This student) represents ideas through construction (e.g., builds with blocks or other manipulatives). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	6	(This student) Uses art (e.g., clay, paint, or crayons) to convey feelings and ideas. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	7	(This student) talks about his or her creations (e.g., talks about illustrations or constructions). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	44	(This student) shows curiosity and interest (e.g., enjoys and notices new things in his/her environment). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	45	(This student) explores and tries new things (e.g., is willing to try new activities and explore new materials). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	46	(This student) takes responsibility for belongings (e.g., hangs up coat, puts materials away). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	47	(This student) makes choices. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	48	(This student) stays focused and productive when playing/ working independently Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	49	(This student) stays focused and productive when playing/ working in a group. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	50	(This student) shows pride in accomplishments. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	51	(This student) copes with frustration and failure. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	52	(This student) talks about what he/she is learning. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14a	Did your child have this experience? Parents as teachers Yes No First Steps Yes No Early childhood special education Yes No Early Head Start Yes No Head Start Yes No Public preschool Yes No Private preschool Yes No Child care at a center Yes No Parent care at own home Yes No Child care at own home Yes No Child care at another private home Yes No	A1, A3	D2 (for some), D8, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14b	If yes, how long? Parents as teachers Less than 1 year 1-2 years more than 2 years First Steps Less than 1 year 1-2 years more than 2 years Early childhood special education Less than 1 year 1-2 years more than 2 years Early Head Start Less than 1 year 1-2 years more than 2 years Head Start Less than 1 year 1-2 years more than 2 years Public preschool Less than 1 year 1-2 years more than 2 years Private preschool Less than 1 year 1-2 years more than 2 years Child care at a center Less than 1 year 1-2 years more than 2 years Parent care at own home Less than 1 year 1-2 years more than 2 years Child care at own home Less than 1 year 1-2 years more than 2 years Child care at another private home Less than 1 year 1-2 years more than 2 years	A1, A3	D2, D8, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14c	Was the preschool/child care licensed? Early Head Start Yes No Don't Know Head Start Yes No Don't Know Public preschool Yes No Don't Know Private preschool Yes No Don't Know Child care at a center Yes No Don't Know Child care at another private home Yes No Don't Know	A1, A3	D2, D8, D12

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14d	Was the preschool/child care accredited? Early Head Start Yes No Don't Know Head Start Yes No Don't Know Public preschool Yes No Don't Know Private preschool Yes No Don't Know Child care at a center Yes No Don't Know	A1, A3	D2, D8, D12
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	10	Someone in the home reads to my child... Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D12, D16
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	11	Someone in the home tells stories to my child... Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D12, D16

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INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	12	My child and I have conversations… Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D2, D15
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	13	My child looks at books and magazines… Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D10, D12, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	8	(This student) uses language to communicate ideas, feelings, questions, or to solve problems. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	9	(This student) uses language to pretend or create. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	10	(This student) responds to questions. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	11	(This student) follows directions. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	12	(This student) shows interest in books. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Teacher Survey	13	(This student) uses picture cues and/or context cues to construct meaning from text (e.g., when being read to). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	14	(This student) exhibits book-handling skills (e.g., knows how to hold a book and understands the direction of print). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	15	(This student) reads environmental print (e.g., cereal boxes, logos, signs). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	16	(This student) responds to texts (e.g., talks about books, laughs, makes predictions, intones, questions, or compares). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	17	(This student) identifies letters in the alphabet (e.g., recognizes letter name). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	18	(This student) recognizes that there is a relationship between letters and sounds (e.g., gives the sound of a letter or gives a word that starts with the letter). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Teacher Survey	19	(This student) realizes that written spellings represent spoken words. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	20	(This student) "reads" simple books (e.g., easy, beginning books or predictable books). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D6, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	21	(This student) scribbles with intended meaning. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	22	(This student) uses some letters in writing (e.g., letters from own name). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	23	(This student) uses letter-sound correspondence to write (i.e., invented spelling). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	24	(This student) uses a variety of resources (e.g., peers, books, environmental print) to facilitate writing. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Teacher Survey	25	(This student) shares writing with others (e.g., tells others about the intended meaning in drawings and writing). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	26	(This student) recognizes first name in print. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	6	Is your child covered by health insurance other than Medicaid? Yes No	A1, A3	D11, D12
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	53	(This student) is physically active. Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	54	(This student) demonstrates gross motor skills (e.g., running, jumping, climbing stairs, or skipping). Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	55	(This student) demonstrates fine motor skills (e.g., control of scissors or pencil). Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	56	(This student) appears to be healthy. Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	57	(This student) practices personal hygiene. Yes No	A1, A3	D10, D16

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	1	(This student) takes part in interactive play with others. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	37	(This student) uses adults as resources (e.g., asks questions, requests materials). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	38	(This student) initiates conversation with familiar adults. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	39	(This student) works cooperatively with others in a give-and-take manner. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	40	(This student) uses peers as resources. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	41	(This student) shares resources (e.g., toys, manipulatives) with others. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	42	(This student) shows sensitivity and respect for others (e.g., shares with others or offers comfort when someone is hurt or sad). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	43	(This student) suggests appropriate solutions to conflicts (e.g., negotiates rules during play/work – who will go first, handles conflicts over materials by taking turns or playing together). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
	New York				
Absence of Abuse, Neglect, Exposure to Violence	New York	Office of Children and Family Services	Indicated reports of child abuse and maltreatment		D5
Development on Track	New York	Department of Health	Percent of children in early intervention		
Development on Track	New York	Department of Health	Percent of children enrolled in preschool special education		
Development on Track	New York	Department of Health	Rates of hospitalization resulting from asthma, ages 0-4		
Family Economically Secure	New York	Office of Temporary and Disability Assistance	Percent of children/youth in poverty		
Family Economically Secure	New York	Office of Temporary and Disability Assistance	Percent of children receiving public assistance		
Family Economically Secure	New York	Office of Temporary and Disability Assistance	Percent of children receiving food stamps		
Healthy, Wanted Birth	New York	Department of Health	Percent of low birth weight births		
Healthy, Wanted Birth	New York	Department of Health	Number of live births to mothers with less than a high school education		D5

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	New York	Office of Children and Family Services	Percent of 4-year-olds enrolled in licensed/registered early childhood programs		
High Quality Child Care	New York	Office of Children and Family Services	Number of regulated/licensed child care programs		D5
High Quality Child Care	New York	Office of Children and Family Services	Number of accredited child care facilities		D5
High Quality Child Care	New York	Office of Children and Family Services	Number of reported injuries or deaths in child care		D5
High Quality Child Care	New York	Office of Children and Family Services	Percent of families on child care subsidies		
High Quality Child Care	New York	Office of Children and Family Services	Number of subsidized slots		D5
Physical Well-Being and Motor Development	New York	Department of Health	Percent of children entering school immunized		
	North Carolina				
Cognitive Development	North Carolina School Readiness Assessment	Bracken Basic Concept Scale	Percent of children with {very low, low, average, high, or very high} scores on a measure of math ability (composite of 2 assessments of skills such as counting and concepts such as "big")	A2	D1, D3, D13
Cognitive Development	North Carolina School Readiness Assessment	Color Bears—adapted from FACES	Percent of children who can name 10 basic colors	A5	D1, D3, D13
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14a	How frequently does your child persist at tasks (keep working even when things get hard)? Never Sometimes Often Very Often	A1, A3	D10, D16

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14b	How frequently does your child seem eager to learn new things? Never Sometimes Often Very Often	A1, A3	D10, D16
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14c	How frequently does your child show creativity in play or work? Never Sometimes Often Very Often	A1, A3	D2, D10
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14d	How frequently does your child ask for help when needed? Never Sometimes Often Very Often	A1, A3	D2, D10
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14e	How frequently does your child take pride in what s/he can do? Never Sometimes Often Very Often	A1, A3	D2, D10
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14f	How frequently does your child say good things about school? Never Sometimes Often Very Often	A1, A3	D2, D10
High Quality Child Care	North Carolina School Readiness Assessment – Parent Survey	16	Last year, was your child cared for regularly by someone other than his/her parent for more than 10 hours a week? Yes No	A1, A3	D8, D16

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	North Carolina School Readiness Assessment – Parent Survey	17	In which one arrangement did your child spend the most time last year? Care by a relative (for example, grandmother) Babysitter or nanny (not a relative) Head Start - Name of Head Start: _____ - City: _____ Preschool at a public school (not Head Start) - Name of Preschool: _____ - City: _____ Child care center or preschool (not Head Start, not in a public school) - Name of Center: _____ - City: _____ Family daycare (not in child's own home) - Name of daycare provider (first and last): _____ - City: _____	A1, A3	D8, D16
Language Development	North Carolina School Readiness Assessment	Comprehen-sive Test of Phonological Processing	Percent of children with {very low, low, average, high, or very high} scores on a measure of phonemic awareness	A2	D1, D3, D13
Language Development	North Carolina School Readiness Assessment	Peabody Picture Vocabulary Test-III, Form A	Percent of children with {very low, low, average, high, or very high} scores on a test of understanding of spoken words	A2	D1, D3, D13
Language Development	North Carolina School Readiness Assessment	Story and Print Concepts—adapted from FACES	Percent of children who can identify the front of a book	A5	D1, D3, D13

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	North Carolina School Readiness Assessment	Story and Print Concepts—adapted from FACES	Percent of children who know that you read from left to right	A5	D1, D3, D13
Language Development	North Carolina School Readiness Assessment	Woodcock Johnson Test of Achievement—Revised, Form A	Percent of children with {very low, low, average, high, or very high} scores on a measure of ability to recognize letters and simple words	A2	D1, D3, D13
Language Development	North Carolina School Readiness Assessment – Parent Survey	15b	Does your child mostly write or draw rather than scribble? Yes No	A1, A3	D6, D10, D16
Language Development	North Carolina School Readiness Assessment – Parent Survey	15d	Does your child speak clearly (can be understood by a stranger)? Yes No	A1, A3	D6, D10, D16
Language Development	North Carolina School Readiness Assessment – Parent Survey	5	Language child learned to speak first: English Spanish Other language: _____	A1, A3	D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	12	What is your main source of health insurance coverage for this child? Private health insurance/ private HMO (for example, employer provided) NC Health Choice (NC health insurance for working families) Medicaid CHAMPUS (military health insurance) Other (please specify): _____ No health insurance coverage	A1, A3	D12, D16

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	13	How would you rate your child's health in general? Poor Fair Good Very Good Excellent	A1, A2, A3	D6, D10, D12
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15a	Does your child button own clothes? Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15c	Does your child trip, stumble or fall easily? Yes No	A1, A3	D6, D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15e	Does your child see clearly without glasses? Yes No If no, does your child see clearly with glasses? Yes No	A1, A3	D6, D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15f	Does your child hear clearly without a hearing aid? Yes No If no, does your child hear clearly with a hearing aid? Yes No	A1, A3	D6, D10, D16
Social and Emotional Development	North Carolina School Readiness Assessment	Social Skills Rating System	Percent of children who score {very high, high, average, low, or very low} on a measure of social skills (i.e., makes friends easily, accepts peer ideas)	A2	D1, D3, D13

INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	North Carolina School Readiness Assessment	Social Skills Rating System	Percent of children who score {very high, high, average, low, or very low} on a measure of problem behaviors (i.e., fights with others, gets angry easily)	A2	D1, D3, D13
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	11	What is the highest level of formal education completed by the child's father? Up to 8th grade 9th-12th grade, no H.S. diploma High School diploma/ GED Some college, but no degree Associate's or Vocational degree Bachelor's degree (BA, BS) Graduate/ Professional degree (e.g. MA, PhD, MD)	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	18a	In the past week, how many times have you (or someone in your family) (read to) your kindergarten child? Not at all 1-2 times 3-6 times Every day	A1, A3	D10, D12, D16
Strong Bonds With	North Carolina	18b			

Primary Caregiver, Structured, Stimulating, Stable Environment at Home	School Readiness Assessment – Parent Survey		to) your kindergarten child? Not at all 1-2 times 3-6 times Every day		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	18b	In the past week, how many times have you (or someone in your family) (told a story to) your kindergarten child? Not at all 1-2 times 3-6 times Every day	A1, A3	D10, D16
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	18c	In the past week, how many times have you (or someone in your family) (taught letters, words or numbers to) your kindergarten child? Not at all 1-2 times 3-6 times Every day	A1, A3	D10, D16

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	9	What is the highest level of formal education completed by the child's mother? Up to 8th grade 9th-12th grade, no H.S. diploma High School diploma/ GED Some college, but no degree Associate's or Vocational degree Bachelor's degree (BA, BS) Graduate/ Professional degree (e.g. MA, PhD, MD)	A1, A2, A3	
	Rhode Island				
Absence of Abuse, Neglect, Exposure to Violence	Rhode Island	Admin. Data	Child abuse and neglect rate for children under age 5		
Cognitive Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty learning academic subjects		
Cognitive Development	Rhode Island (planned)	Admin. Data	Percent of children with age-appropriate reasoning and problem-solving skills		
Cognitive Development	Rhode Island (planned)	SALT Survey	Percent of children with age-appropriate numerical skills		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under 6 on Rite Care with regular, timely well-child visits		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under 6 on Rite Care who have up-to-date immunizations		
Development on Track	Rhode Island	ChildFind—Child Outreach Program	Percent of children with developmental screening at age 3		
Development on Track	Rhode Island	Current Population Survey	Percent of children under age 6 without health insurance		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children on Rite Care with dental exam by age 5		

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INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under age 6 on Rite Care who have accessed mental health services		
Development on Track	Rhode Island	RI DHS/ DCYF	Percent of eligible children enrolled in comprehensive birth to 3 program (i.e., Early Head Start, Early Start)		
Development on Track	Rhode Island	RI Dept. of Health	Number of children enrolled in Early Intervention		D5
Development on Track	Rhode Island	Admin. Data	Percent of children with IEPs in pre-kindergarten and kindergarten		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under 6 on Rite Care screened for lead poisoning		
Disposition to Learn	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty working independently and being self-directed		
Disposition to Learn	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with poor concentration or limited attention		
Disposition to Learn	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty following directions		
Family Economically Secure	Rhode Island	Admin. Data	Percent of children under age 6 below the poverty line		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Percent of children who were born weighing under 5.5 pounds		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Percent of children who were born weighing less than 3 pounds		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Infant mortality rate		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Births to teens ages 15 to 17		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Percent of women receiving late or no prenatal care		
High Quality Child Care	Rhode Island	Salt Survey	Percent of children enrolled in early care and education program the year prior to school entry (kindergarten)		

INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Rhode Island	RI DHS	Percent FIP enrolled children participating in child care programs by type of program		
High Quality Child Care	Rhode Island	Admin. Data	Number of early care and education slots per 100 children ages 3 to 5 in need of care		D5
High Quality Child Care	Rhode Island	Admin. Data	Number of early care and education slots per 100 children ages birth to 3 in need of care		D5
High Quality Child Care	Rhode Island	Admin. Data	Percent of low-income children in comprehensive child care program/Head Start		
High Quality Child Care	Rhode Island	Admin. Data	Percent of child care slots in accredited programs		
High Quality Child Care	Rhode Island	Admin. Data	Percent of family child care slots in accredited programs		
High Quality Child Care	Rhode Island	Rate Survey	Percent of child care center staff with early childhood education degree		
High Quality Child Care	Rhode Island	Rate Survey	Percent of family child care staff with early childhood training		
High Quality Child Care	Rhode Island	Rate Survey	Percent of child care center slots in programs with low staff turnover rate		
High Quality Child Care	Rhode Island (planned)	DCYF Child Care Licensing	Percent of early care and education slots in programs without health and safety violations		
High Quality Child Care	Rhode Island (planned)	DCYF/DHS	Percent of early care and education programs of high quality versus poor quality		
High Quality Child Care	Rhode Island	Admin. Data	Percent of income-eligible families using child care subsidies (i.e., child care subsidy "take-up rate")		
Language Development	Rhode Island (planned)	Unknown	Percent of children who use their primary language appropriately to communicate needs and wants		
Language Development	Rhode Island (planned)	Unknown	Percent of children who have age- and culturally-appropriate vocabulary		

INDICATOR ITEMS
State

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Rhode Island (planned)	SALT Survey	Percent of children with age-appropriate preliteracy skills (numbers, letters, writing, language)		
Language Development	Rhode Island (planned)	Unknown	Percent of children with age-appropriate literacy in primary language		
Language Development	Rhode Island (planned)	Unknown	Percent of children with age-appropriate letter recognition		
Language Development	Rhode Island (planned)	Unknown	Percent of children with age-appropriate familiarity and skills with books and print		
Language Development	Rhode Island	Admin. Data	Percent of parents who read to elementary school-aged child many times in the last year		
Language Development	Rhode Island	SALT Survey	Percent of parents who took their elementary school-aged children to the library many times in the past year		
No Preventable Disease or Injury	Rhode Island	Dept. of Health	Child injury hospitalization rate for children 0-5		
Physical Well-Being and Motor Development	Rhode Island	Rite Care; KIDSNET	Percent of children with up-to-date immunizations		
Physical Well-Being and Motor Development	Rhode Island	Current Population Survey	Percent of children under age 6 without health insurance		
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children without health insurance at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children with untreated dental problems at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with poor concentration or limited attention		
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children with untreated hearing/vision problems at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island	Admin. Data	Percent of children with IEPs Pre-K and K		

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children with undetected disability/developmental problem that requires special education services at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island	Admin. Data	Percent of children with a history of lead poisoning		
Physical Well-Being and Motor Development	Rhode Island	Admin. Data	Asthma hospitalization rate for children		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty working with other students		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children who are disruptive in class		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children who are overly aggressive to peers		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children who constantly seek attention		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty working independently and being self-directed		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	Dept. of Health, informal survey	Percent of families with preschool children that read to their child every day		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island (planned)	Dept. of Health, informal survey	Percent of families with preschool children that regulate television viewing/computer use		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	New Born Screening, Dept. of Health	Percent of children born to parents with a history of mental problems		

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	New Born Screening, Dept. of Health	Percent of children born to parents with a history of substance problems		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	RI Emergency Shelter Information System	Number of children under age 6 living in homeless shelters		D5
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	Admin. Data	Number of children under age 6 in foster care		D5
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island (planned)	DCYF	Percent of children under age 6 in foster care who are placed in a permanent home		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island (planned)	DCYF	Percent of children under 6 in DCYF care who had multiple placements		
	South Carolina				
Absence of Abuse, Neglect, Exposure to Violence	South Carolina	Admin. Data	Reported cases of abuse and neglect		D5
Absence of Abuse, Neglect, Exposure to Violence	South Carolina	Admin. Data	Reported cases of physical abuse		D5
Absence of Abuse, Neglect, Exposure to Violence	South Carolina	Admin. Data	Reported cases of neglect		D5
Cognitive Development	South Carolina	Cognitive Skills Assessment Battery	Percent of children who score "ready" on a test of cognitive skills		

INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	South Carolina	Admin. Data	Percent of children under age 2 seen in public health clinics that were not fully immunized		
Development on Track	South Carolina	Admin. Data	Hospitalization for children age 0-5—total discharge rate		
Development on Track	South Carolina	Admin. Data	Hospitalization for children age 0-5—percent of discharges classified self pay or indigent		
Development on Track	South Carolina	Admin. Data	Emergency room visits for children age 0-5—total discharge rate		
Development on Track	South Carolina	Admin. Data	Leading causes of hospitalization for children age 0-2		
Development on Track	South Carolina	Admin. Data	Leading causes of hospitalization for children age 3-5		
Development on Track	South Carolina	Admin. Data	Percent of children who received services from Babynet (early intervention program for all children under age 3 with developmental disabilities)		
Development on Track	South Carolina	Admin. Data	Percent of children who participated in Child Rehabilitative Services		
Development on Track	South Carolina	Admin. Data	Percent of children participating in the WIC program		
Development on Track	South Carolina	Admin. Data	Percent of WIC participants who met the criteria for malnutrition		
Development on Track	South Carolina	Admin. Data	Percent of WIC participants who met the criteria for anemia		
Family Economically Secure	South Carolina	Admin. Data	Median income for families with children under age 6, by household type: Married couple household Single male headed household Single female headed household		

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Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	South Carolina	Admin. Data	Poverty status for families with children under age 5, by household type: Children living in a married couple household with an income below the poverty level Children living in a single parent household with an income below the poverty level Children living with a single father with an income below the poverty level Children living with a single mother with an income below the poverty level		
Family Economically Secure	South Carolina	Admin. Data	Ratio of income to poverty status for families with children under age 5: Families living at 50% of poverty and below Families living at 100% of poverty and below Families living at 185% of poverty and below Families living at 200% of poverty and below		
Family Economically Secure	South Carolina	Admin. Data	Employment status of parents in families with children under age 6, by family type (both parents present, single mother, single father): Both parents are in the labor force One parent is in the labor force No parent is in the labor force		

INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	South Carolina	Admin. Data	Hours worked per week of parents with children under age 6, by family type (both parents present, single mother, single father)		
Family Economically Secure	South Carolina	Admin. Data	Number of births to mothers with less than a high school diploma		D5
Family Economically Secure	South Carolina	Admin. Data	Number of single mothers with children under 6 who are on TANF		D5
Family Economically Secure	South Carolina	Admin. Data	Number of single mothers with children under 6 who are receiving food stamps		D5
Family Economically Secure	South Carolina	Admin. Data	Number of single mothers with children under 6 who are on Medicaid		D5
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of children who were born weighing under 5.5 pounds		
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of children who were born weighing less than 3 pounds		
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of births to teens		
Healthy, Wanted Birth	South Carolina	Admin. Data	Number of births to mothers receiving Medicaid, by age group: Less than 18 18-19 20-24 25-29 30-34 35+		D5
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of women who received no prenatal care		
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of women who received inadequate prenatal care		
High Quality Child Care	South Carolina	Admin. Data	Number of children ages 3-5 enrolled in pre-primary school (public and private)		D5
No Preventable Disease or Injury	South Carolina	Admin. Data	Emergency room visits for children age 0-5—percent of discharges that were classified as injury		

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
No Preventable Disease or Injury	South Carolina	Admin. Data	Emergency room visits for children age 0-5—percent of discharges that were classified as non-injury		
Physical Well-Being and Motor Development; Healthy, Wanted Birth	South Carolina	Admin. Data	Infant mortality rate		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of married couple families with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of single parent households with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of single male headed households with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of single female headed households with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Household type and relationship to children under 6 years: Living with their own parents (married couple, single father, single mother) Living with grandparents (married couple, single) Living with other relatives (married couple, single) Living with non-relatives (family setting, non-family setting) Living in group quarters (institution, other)		
	Vermont				

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Absence of Abuse, Neglect, Exposure to Violence	Vermont	Child Protection Agency	Rate of child abuse and neglect for children ages 0-4		
Cognitive Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	19	(Child) can recall and explain sequences of events (e.g. can tell about a recent activity, can retell a story). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	5	(Child) adapts to transitions within the school day. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	7	(Child follows simple rules and instructions in the classroom (with reminders). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	8	(Child) persists with self-selected activity (approximately 15 minutes) with intermittent teacher attention. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	9	(Child) appears enthusiastic and interested in classroom activities. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	10	(Child) uses a variety of strategies to problem solve in the classroom. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	11	(Child) pays attention during teacher-directed group activities (approximately 15 minutes). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	12	(Child) knows how and when to use adults as a resource. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	13	(Child) initiates activities in the classroom. Not observed Beginning Practicing Performing Independently	A1, A3	D2, D10
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	14	(Child) is curious (asks questions, probes, tries new things, etc.) Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont "Ready Kindergartners" Questionnaire – Teacher	22	(Child) engages in imaginative play. Not observed Beginning Practicing Performing Independently	A1, A3	D2, D10
Family Economically Secure	Vermont	Dept. of Social Welfare	Percent of children ages 0-4 in families receiving welfare		

INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Vermont	Child Care Services Division	Estimated percent that need child care		
High Quality Child Care	Vermont	Child Care Services Division	Number of licensed centers		D5
High Quality Child Care	Vermont	Child Care Services Division	Number of registered family day care homes		D5
High Quality Child Care	Vermont	Child Care Services Division	Number of serious injuries (abuse) in child care		D5
High Quality Child Care	Vermont	Child Care Services Division	Average weekly rate for child care		
High Quality Child Care	Vermont	Child Care Services Division	Subsidized weekly rate for child care		
High Quality Child Care	Vermont "Ready Kindergartners" Questionnaire – Teacher		Prior to kindergarten this student was in a regulated early childhood program (Regulated means licensed centers, registered family day care homes, Head Start, or other preschool). Yes No	A1, A3	D10, D12, D16
High Quality Child Care	Vermont "Ready Schools" Principal Questionnaire	7	Does your community offer universal access (i.e., at no cost to families) to school-based or school-linked preschool? Yes No	A1, A3	D2
Language Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	18	(Child) understands the purpose of books. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16

INDICATOR ITEMS
State

Child TRENDS

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	20	(Child) recognizes his/her name in print. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Language Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	21	(Child) uses pencils, crayons, and brushes to express ideas. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Physical Well-Being and Motor Development	Vermont	Dept. of Health Immunization Program	Percent of kindergartners fully immunized		
Physical Well-Being and Motor Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	23	(Child) demonstrates self-help skills (e.g., toileting, wiping nose, washing hands) with occasional teacher assistance. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Physical Well-Being and Motor Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	24a	Does the child's ability to learn appear to be inhibited by illness? Not observed Seldom Sometimes Often	A1, A3	D2, D10
Physical Well-Being and Motor Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	24b	Does the child's ability to learn appear to be inhibited by fatigue? Not observed Seldom Sometimes Often	A1, A3	D2, D10

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	24c	Does the child's ability to learn appear to be inhibited by hunger? Not observed Seldom Sometimes Often	A1, A3	D2, D10
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	1	(Child) can meet/play with different children of his/her own age. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	2	(Child) uses problem-solving skills to address social dilemmas with peer. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	3	(Child) separates easily from caregiver. Not observed Beginning Practicing Performing Independently	A1, A3	D2, D10
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	4	(Child) appropriately expresses a range of emotions (happy, sad, angry, frustrated). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	6	(Child) interacts positively with adults in the classroom. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	15	(Child) communicates needs, wants, or thoughts in primary language. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	16	(Child) understands simple directions, requests, and information. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	17	(Child) engages in conversation (e.g., complete sentences, turn-taking, etc.). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont "Ready Kindergartners" Questionnaire – Teacher	24d	Does the child's ability to learn appear to be inhibited by emotional issues? (please specify): _____ Not observed Seldom Sometimes Often	A1, A3	D2, D10

INDICATOR ITEMS
Local

Advantages and Disadvantages of Local Surveys and Indicators

The local surveys and indicators have advantages and disadvantages that cut across the items:

Advantages

- Helps fill in gaps in substantive areas, for example in areas of social support, neighborhood quality, and housing quality.
- Items that rely on a single informant are often time efficient and cost effective.

Disadvantages

- Items often lack benchmark capacity.
- Items also often lack validity/reliability information.
- Items may have response biases (difficult to answer honestly, informant may lack information).

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Child TRENDS

INDICATOR ITEMS
Local

Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	Hope VI Resident Satisfaction Survey	65	In the past 12 months, have you done any volunteer work in your community? Yes No
Family Economically Secure	Hope VI Resident Satisfaction Survey	62	Do you work for pay? Yes No
Family Economically Secure	Hope VI Resident Satisfaction Survey	63	Are you enrolled in school or in a vocational training program? Yes No
Family Economically Secure	Hope VI Resident Satisfaction Survey	64	Are you looking for employment? Yes No
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	30	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. People being attacked or robbed in stairwells, hallways, elevators or lobby of your building? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	31	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. People selling drugs? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	32	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. People using drugs? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	33	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Groups of people just hanging out? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	34	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Graffiti – that is, writing or painting on the walls? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	36	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Trash and junk in the parking lots and lawns? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	35	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Shootings and violence? Big problem Some problem No problem
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	41	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone's purse or jewelry snatched from them? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	42	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone beaten or assaulted? Yes No

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	43	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone stabbed or shot? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	44	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Did anyone break into your home to steal something? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	45	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone caught in a shootout? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	46	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Have bullets come into your apartment in the past 12 months? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	10	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Broken windows or windows without screens? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	11	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. A heating system that does not work? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	12	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. A stove or refrigerator that does not work? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	13	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Exposed wire or electrical problems? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	14	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Too little living space? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	15	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Adequacy of storage space? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	16	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Too much noise? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	17	How safe do you feel being alone at night in the area right outside your building – that is, in the parking lots, the lawns, the streets or sidewalks right outside your building? Do you feel Very safe Somewhat safe Somewhat unsafe Very unsafe
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	18	How safe do you feel being alone at night inside your apartment? Do you feel Very safe Somewhat safe Somewhat unsafe Very unsafe
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	19	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People being attacked or robbed in stairwells, hallways, elevators or lobby of your building? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	20	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People selling drugs? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	21	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People using drugs? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	22	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Young people controlling the building? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	23	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Groups of people just hanging out? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	24	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Graffiti – that is, writing or painting on the walls? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	25	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Shootings and violence? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	26	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People breaking in or sneaking into homes to steal things? Big problem Some problem No problem

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INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	27	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Broken light bulbs that are not replaced for at least 24 hours? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	28	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Trash and junk in the halls and stairwells? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	3	On the whole, how do you feel about your building as a place to live? Are you Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	39	Do people in your building generally help each other out, or do they go on their own way? Help each other out Go their own way Both
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	4	How would you rate your overall satisfaction with your apartment? Would you say you are Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	48	In the past 12 months were vacant apartments in your building boarded up? Yes No

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	49	In the past 12 months, were vacant apartments in your building rented to new tenants within 30 days? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	50	In the past 12 months, did the housing authority fix anything in your apartment? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	51	In the past 12 months were the elevators you use not working for more than 24 hours? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	52	In the past 12 months were there problems with trash piling up in the hallways? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	53	To your knowledge, has the Housing Authority started any new programs or activities in your building in the past 12 months? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	6	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Walls with peeling paint or broken plaster? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	7	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Plumbing that doesn't work? Big problem Some problem No problem

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	8	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Rats or mice? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	9	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Broken locks or no locks on the door to your unit? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Windshield Survey	#6	Condition of streets, curbs, gutters Excellent Good Fair Poor
Safe, Healthy Public Space	Hope VI Windshield Survey	#7	Maintenance of street lighting, trash containers, signs Excellent Good Fair Poor
Safe, Healthy Public Space	Hope VI Windshield Survey	#8	Presence of litter, abandoned cars, other problems Major problem Minor problem Not a problem Specify problems:
Safe, Healthy Public Space	Hope VI Windshield Survey	#9	Adequacy of owner housekeeping (side yards, backyards, porches, garages) Excellent Good Fair Poor

265

265A

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#1	Land use characteristics (in the neighborhood) %___ Residential %___ Commercial %___ Industrial %___ Institutional %___ Other
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#13	What would you say is the approximate quality distribution of residential structures in this neighborhood? %___ Luxury %___ High quality %___ Average quality %___ Below quality %___ Poor
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#14	What is your overall assessment of the quality of this neighborhood as a residential area? Excellent Good Fair Poor
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#2	Age of most residential structures (in the neighborhood) %___ Pre- 1945 %___ 1946-1960 %___ 1961-present
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#3	Type of residential structures (in the neighborhood) %___ Single-family detached %___ Garden/ row/ townhouse %___ Multifamily (2-4 units) %___ Multifamily (5-10) units %___ Multifamily (10+ units)
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#4	Type of construction (in the neighborhood) %___ Wood frame %___ Masonry %___ Mixed

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#5	General condition of the housing units (in the neighborhood) %__ Sound %__ Minor/Some deterioration %__ Major deterioration %__ Dilapidated/Abandoned
Family Connected to Supportive Networks, Formal and Informal	ISSB	02	Rate frequency that natural helpers (friends, family members, etc.)... Was right there with you in a stressful situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	04	Rate frequency that natural helpers (friends, family members, etc.)... Watched your possessions when you were away Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	05	Rate frequency that natural helpers (friends, family members, etc.)... Told you what he/she did in a similar situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	06	Rate frequency that natural helpers (friends, family members, etc.)... Did some activity together to help divert your thoughts Not at all Once or twice About once a week Several times a week About every day

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	07	Rate frequency that natural helpers (friends, family members, etc.)... Talked with you about some interests of yours Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	08	Rate frequency that natural helpers (friends, family members, etc.)... Let you know that you did something well Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	10	Rate frequency that natural helpers (friends, family members, etc.)... Told you that you are OK just the way you are Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	11	Rate frequency that natural helpers (friends, family members, etc.)... Told you that she/he would keep conversations confidential Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	12	Rate frequency that natural helpers (friends, family members, etc.)... Assisted you in setting a goal for yourself Not at all Once or twice About once a week Several times a week About every day

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	13	Rate frequency that natural helpers (friends, family members, etc.)... Made it clear what was expected of you Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	14	Rate frequency that natural helpers (friends, family members, etc.)... Expressed esteem or respect for a competency of yours Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	15	Rate frequency that natural helpers (friends, family members, etc.)... Gave you some information on how to do something Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	16	Rate frequency that natural helpers (friends, family members, etc.)... Suggested some action you should take Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	18	Rate frequency that natural helpers (friends, family members, etc.)... Comforted you by showing some physical affection Not at all Once or twice About once a week Several times a week About every day

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INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	19	Rate frequency that natural helpers (friends, family members, etc.)... Gave you some information to help you understand a situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	21	Rate frequency that natural helpers (friends, family members, etc.)... Checked back with you to see if you followed advice Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	23	Rate frequency that natural helpers (friends, family members, etc.)... Helped you understand why you didn't do something well Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	24	Rate frequency that natural helpers (friends, family members, etc.)... Listened to you talk about your private feelings Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	26	Rate frequency that natural helpers (friends, family members, etc.)... Agreed that what you wanted to do was right Not at all Once or twice About once a week Several times a week About every day

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	27	Rate frequency that natural helpers (friends, family members, etc.)... Said things that made your situation clearer Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	28	Rate frequency that natural helpers (friends, family members, etc.)... Told you how he/she felt in a similar situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	29	Rate frequency that natural helpers (friends, family members, etc.)... Let you know that he/she will always be around (when) help is needed Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	30	Rate frequency that natural helpers (friends, family members, etc.)... Expressed interest and concern in your well-being Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	32	Rate frequency that natural helpers (friends, family members, etc.)... Told you who you should see for assistance Not at all Once or twice About once a week Several times a week About every day

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	33	Rate frequency that natural helpers (friends, family members, etc.)... Told you what to expect in a future situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	35	Rate frequency that natural helpers (friends, family members, etc.)... Taught you how to do something Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	36	Rate frequency that natural helpers (friends, family members, etc.)... Gave you feedback on how you were doing Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	37	Rate frequency that natural helpers (friends, family members, etc.)... Joked and kidded to try to cheer you up Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	38	Rate frequency that natural helpers (friends, family members, etc.)... Provided you with a place to stay Not at all Once or twice About once a week Several times a week About every day

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	39	Rate frequency that natural helpers (friends, family members, etc.)... Pitched in to help you do something that you needed to be done Not at all Once or twice About once a week Several times a week About every day
Family Economically Secure	Kids Count	City Trends (1990-1998)	Low Maternal Education
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Births to Unmarried Women
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Late or No Prenatal Care
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Low-Birth weight Births (Less than 5.5 Pounds)
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Preterm Births (Less than 37 complete weeks of gestation)
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Repeat Teen Births
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Smoking During Pregnancy
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Teen Births
Family Connected to Supportive Networks, Formal and Informal	Neighboring in an Urban Environment	#C1	Do you feel a sense of community with other people on this block (for example, do you share interests and concerns with them)? 1 – Not at all 2 3 4 5 – A great deal
Family Connected to Supportive Networks, Formal and Informal	Neighboring in an Urban Environment	#C3	Some people care a lot about the kind of block they live on. For others, the block is not important. How important is what your block is like to you? 1 – Not at all 2 3 4 5 – A great deal

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	Neighboring in an Urban Environment	#D1	Index of degree of participation in block organization; a) Nonmembership b) Only attended and occasionally talked at meetings c) Also encouraged neighbors to come to meeting and/or work on a committee or outside the meetings and/or hosted a meeting at home d) Also acted as an officer or committee leader of the organization
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B1	All things considered, how satisfied are you with this block as a place to live? 1 – Most satisfied 2 3 4 5 – Most dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B2	If you think of your neighborhood as the area around your block, how satisfied or dissatisfied are you with the condition of your neighborhood as a place to live? 1 – Most satisfied 2 3 4 5 – Most dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4a	Six item index of block characteristics: Is your block 1 - dangerous 2 3 4 5 6 – safe

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4b	Six item index of block characteristics: Is your block 1 – unattractive 2 3 4 5 6 – attractive
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4c	Six item index of block characteristics: Is your block 1 – messy 2 3 4 5 6 – neat
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4d	Six item index of block characteristics: Is your block 1 – noisy 2 3 4 5 6 – quiet
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4e	Six item index of block characteristics: Is your block 1 – houses need repair 2 3 4 5 6 – houses in good condition

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4f	Six item index of block characteristics: Is your block 1 – streets/walks need repair 2 3 4 5 6 – streets/walks in good condition
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4g	Six item index of block characteristics: Is your block 1 – a bad place to raise kids 2 3 4 5 6 – a good place to raise kids
Cognitive Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can demonstrate an understanding of cause and effect relationships
Cognitive Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who demonstrate age-appropriate pre-math and mathematics skills

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Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Cognitive Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who generate, test and evaluate solutions to concrete problems
Cognitive Development	NOWG	Admin. Data (teacher/ parent surveys, teacher observation)	Percent of children who can decide when help is needed and obtain it in an emergency
Disposition to Learn	NOWG	Admin. Data (parent/ guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who perform their assigned tasks at school, at home and in community-based program settings
Disposition to Learn	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who are motivated and actively involved in learning tasks
Disposition to Learn	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can follow multi-step oral directions
Disposition to Learn	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can listen and attend to academic tasks on an age appropriate level

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Disposition to Learn	NOWG	Admin. Data (teacher/ parent surveys, teacher observation)	Percent of children who initiate and follow through on activities
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can demonstrate age appropriate reading and writing skills
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who demonstrate age appropriate understanding of oral language
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who demonstrate early literacy skills
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who effectively use spoken language in an age-appropriate manner
Physical Well-Being and Motor Development	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who are aware of the potential dangers of drugs, alcohol, and tobacco

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Physical Well-Being and Motor Development	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who are aware of the risks of unintentional injury and ways of reducing those risks
Physical Well-Being and Motor Development	NOWG	Admin. Data (Teacher/ parent surveys or interviews, child surveys or interviews, medical records)	Percent of children who are aware of the importance of nutrition, physical fitness, and basic health care to overall physical health
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews	Check-Up History
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews	Dental History
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Height, weight and age
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Immunization history
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews	Insurance Coverage
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Motor Milestone Achievement
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Percent of children with appropriate nutrition

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Vision and hearing screening history
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who actively engage in developmentally appropriate physical activities at .east three times per week
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who are in the expected range of cardiovascular fitness, flexibility muscle strength, and endurance for their age
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children with an appropriate ratio of body fat to lean muscle mass for their age
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/ parent surveys, teacher observation)	Percent of children who can attend to their own hygiene needs
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/ parent surveys, teacher observation)	Percent of children who can dress themselves appropriately
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/ parent surveys, teacher observation)	Percent of children who feed themselves and participate appropriately in mealtime activities
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/ parent surveys, teacher observation)	Percent of children who take care of their own belongings
Physical Well-Being and Motor Development; Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families who make arrangements to provide extra opportunities and resources for child's development

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families living in safe environments
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who are considerate of others and engage in helping behaviors
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who cooperate with peers and who volunteer to help peers with classroom or program tasks
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who demonstrate an appropriate range of affection and other emotions
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who demonstrate or acknowledge their self-worth
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who follow established rules/limits
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)	Percent of children who interact appropriately with adults

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)	Percent of children who interact appropriately with other children
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who participate in routine activities
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who perceive themselves as capable of learning
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who recognize and respect similarities and differences between self and others
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who respect and show concern for others
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher survey, interview, or ratings using scales of checklists, structured observation of child behavior in program setting)	Percent of children who deal appropriately with frustration and unfavorable events
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher survey, interview, or ratings using scales of checklists, structured observation of child behavior in program setting)	Percent of children who express feelings and needs in socially acceptable ways

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INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)	Percent of children who have friends and are part of a positive social network
Social and Emotional Development	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who act in ways that reflect an understanding of the responsibilities of a group or family membership
Social and Emotional Development	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who can accept responsibility for their actions and mistakes
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families providing environments supportive of their child's education and learning
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families who are knowledgeable about community resources and who are connected to appropriate service providers/agencies
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families with appropriate parenting skills to anticipate and meet the developmental needs of children

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of family members who attend and participate in community based programs in which their child attends
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/ interviews	Percent of families with appropriate parenting skills to anticipate and meet developmental needs of children
Family Connected to Supportive Networks, Formal and Informal	SS-B	01	Would suggest doing something, just to take my mind off my problems Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	02	Would visit with me, or invite me over Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	03	Would comfort me if I was upset Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	04	Would give me a ride if I needed one Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	05	Would have lunch or dinner with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	06	Would look after my belongings (house, pets, etc.) for awhile Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	07	Would loan me a car if I needed one Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	08	Would joke around or suggest doing something to cheer me up Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	09	Would go to a movie or concert with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	10	Would suggest how I could find out more about a situation Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	11	Would help me with a move or big chore Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	12	Would listen if I needed to talk about my feelings Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	13	Would have a good time with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	14	Would pay for lunch if I was broke Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	15	Would suggest a way I might do something Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	16	Would give me encouragement to do something difficult Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	17	Would give me advice about what to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	18	Would chat with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	19	Would help me figure out what I wanted to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	20	Would show me that they understood what I wanted to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	21	Would buy me a drink if I was short of money Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	22	Would help me decide what to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	23	Would give me a hug or otherwise show me I was cared about Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	24	Would call me just to see how I was doing Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	25	Would help me figure out what was going on Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	26	Would help me out with some necessary purchase Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	27	Would not pass judgment on me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	28	Would tell me who to talk to for help Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	29	Would loan me money for an indefinite amount of time Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	30	Would be sympathetic if I was upset Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	31	Would stick by me in a crunch Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	32	Would buy me clothes if I was short of money Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	33	Would tell me about the available choices and options Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	34	Would loan me tools, equipment or appliances if I needed them Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	35	Would give me reasons why I should or should not do something Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	36	Would show affection for me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	37	Would show me how to do something I didn't know how to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	38	Would bring me little presents of things I needed Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	39	Would tell me the best way to get something done Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	40	Would talk to other people to arrange something for me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	41	Would loan me money and want to "forget about it" Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	42	Would tell me what to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	43	Would offer me a place to stay for awhile Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	44	Would help me think about a problem Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	45	Would loan me a fairly large sum of money (say the equivalent of a month's rent or mortgage) Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Abuse and neglect of children
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Crime Rate
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Crime victims as a percent of population

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Domestic assault per 100,000 people
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Homicide rate per 100,000
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Number of children receiving protective services for abuse/neglect
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Property Crimes
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Rapes reported per 10,000 population
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Violent Crime Rate
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Average rescue call response time
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Emergency calls per capita
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Neighborhood livability as rated by residents
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Percent citizen participation in community projects
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Percent of people feeling they can rely on others in the community for help
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Percent who say most people can be trusted

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Economically Secure	Sustainable Measures	Indicators Database	AFDC recipients on more than 24 consecutive months
Family Economically Secure	Sustainable Measures	Indicators Database	Average earnings per job
Family Economically Secure	Sustainable Measures	Indicators Database	Children living in poverty
Family Economically Secure	Sustainable Measures	Indicators Database	Children receiving AFDC
Family Economically Secure	Sustainable Measures	Indicators Database	Employment Rate
Family Economically Secure	Sustainable Measures	Indicators Database	Food stamp recipients
Family Economically Secure	Sustainable Measures	Indicators Database	Health care as percent of income
Family Economically Secure	Sustainable Measures	Indicators Database	Health care cost relative to total state/local expenditure
Family Economically Secure	Sustainable Measures	Indicators Database	Households with incomes more than 200 percent above poverty line
Family Economically Secure	Sustainable Measures	Indicators Database	Median family income as percent of US median
Family Economically Secure	Sustainable Measures	Indicators Database	Number or percent of residents receiving welfare assistance
Family Economically Secure	Sustainable Measures	Indicators Database	People living below the poverty line
Family Economically Secure	Sustainable Measures	Indicators Database	Per capita debt
Family Economically Secure	Sustainable Measures	Indicators Database	Per capita income as a percent of state average
Family Economically Secure	Sustainable Measures	Indicators Database	Per capita income in non metropolitan areas
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of disposable personal income that is being saved
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of jobs that did not pay a self-sufficiency wage
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of jobs that pay a livable wage for a family of two

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Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of population covered by health insurance
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of residents who want to work full time who actually work full time
Family Economically Secure	Sustainable Measures	Indicators Database	Personal income per capita
Family Economically Secure	Sustainable Measures	Indicators Database	Students eligible for free or reduced price lunch
Family Economically Secure	Sustainable Measures	Indicators Database	Unemployment Rate
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Births to females under 18 per 1,000 live births
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Births to mothers without 12 years of education
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Births to unwed mothers
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Low birth weight infants
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Percent of women receiving adequate prenatal care
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Substance-exposed newborns per 1,000 live births
High Quality Child Care	Sustainable Measures	Indicators Database	Childcare arrangement satisfaction
High Quality Child Care	Sustainable Measures	Indicators Database	Number of children on subsidized childcare waiting list
Physical Well-Being and Motor Development	Sustainable Measures	Indicators Database	Asthma hospitalization rate for children
Physical Well-Being and Motor Development	Sustainable Measures	Indicators Database	Percentage of people identifying obstacles to obtaining health care
Physical Well-Being and Motor Development; Development on Track	Sustainable Measures	Indicators Database	Healthy diets for children
Physical Well-Being and Motor Development; Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Infant mortality

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Air quality index
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Days per year that air quality standards are met
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Percent of people feeling safe walking alone at night
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Percent of people who report decreased park use due to fear
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of acres of public open space
Safe, healthy, public space	Sustainable Measures	Indicators Database	Number of complaints about air quality per year
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of days air pollutants exceed healthful levels
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of sworn police officers per 1,000 people
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of trees on public property
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Parks and playgrounds as percent of urban area
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Average house price to income ratio
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Density of alcohol outlets in certain areas
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Floor area per person in housing
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Homeownership rate

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Indoor air quality
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Number of neighborhood watch groups
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Number of noise complaints to local authorities
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Percent of dwellings in need of major repair
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Percent of new residential lots within ¼ mile of services
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Children in foster care per 1,000 children
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Children involved in divorce per 1,000 children
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Percent of family groups with only one parent living with a child under age 18

Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Runaways per 1,000 children
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Students who move more than once a year
Absence of Abuse, Neglect, Exposure to Violence	Zero Population Growth	Kid Friendly Cities Report Card	Violent and Property Crimes per 1,000 Persons (1996) Crime data as reported to the FBI by law enforcement agencies. Violent crimes include murder and non-negligent manslaughter, forcible rape, robbery and aggravated assault. Property crimes include burglary, larceny-theft and motor vehicle theft. The totals shown for property crimes do not include arson. This data has not been adjusted for under-reporting, which may affect comparability between geographic areas or over time.
Family Economically Secure	Zero Population Growth	Kid Friendly Cities Report Card	Percent Children In Poverty (1990) Original source is the 1990 U.S. Census. This indicator includes the percent of children under 18 years of age who lived in families with incomes below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget at the time of the 1990 census. Thresholds based on family size and composition. In 1989, the poverty threshold for a family of four persons was $13,359. This data is the most recent available at the city level.
Family Economically Secure	Zero Population Growth	Kid Friendly Cities Report Card	Unemployment Rate (1996) Percent of civilian labor force who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment some time during the four-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed. Time series data were not seasonally adjusted to eliminate the effect of intra-year variations which tend to occur during the same period on an annual basis.

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Child TRENDS

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Healthy, Wanted Birth	Zero Population Growth	Kid Friendly Cities Report Card	Percent Births to Teens (1996) This measure was compiled from a special run performed by the Division of Vital Statistics, a division of the National Center for Health Statistics, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. The results are calculated by dividing the number of live births to women under age 20 by the total number of live births in a city.
Healthy, Wanted Birth	Zero Population Growth	Kid Friendly Cities Report Card	Percent Low Birth Weight (1996) This indicator represents the percent of live births weighing under 2,500 grams (5lbs 8oz). The data are reported by place of mothers residence, not place of birth, Births of unknown weight were not included in these calculations.
High Quality Child Care	Zero Population Growth	Kid Friendly Cities Report Card	Enrollment in pre-primary school (1990) This measure is calculated by dividing the number of total children enrolled in preprimary grades, which include nursery school and kindergarten, in both public and private schools, by the number of 3- and 4-year-olds enumerated within city limits.
Physical Well-Being and Motor Development; Healthy, Wanted birth	Zero Population Growth	Kid Friendly Cities Report Card	Infant Mortality Rate (1994-1996) This indicator represents infant deaths under one year of age per 1,000 live births. The data are reported by place of residence, not place of death.
Safe, Healthy Public Space	Zero Population Growth	Kid friendly Cities Report Card	Number of Bad Air Days This statistic is measured at the level of the Metropolitan Statistical Area (MSA). The number of unhealthy air days for a given MSA is applied to each city in the study that is part of the MSA. The Pollutant Standards Index (PSI) integrates information on criteria pollutant concentrations (CO,)3, PM10, SO2) across an entire monitoring network into a single number that represents the worst daily air quality experienced in an urban area. PSI values used in this study are based on ozone alone.
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Zero Population Growth	Kid Friendly Cities Report Card	Percent Households where no-one over age 13 speaks English well This measure gives the percentage of children ages 5-13 living in households where no one over the age of 13 speaks only English of English "very well". It includes children ages 5-13 who sometimes or always speak a language other than English at home.

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